DOCUMENT RESUME

ED 134 345 PS 009 085

AUTHOR	Webb, Jeanne, Comp.; Pennington, Marnee, Comp.
TITLE	Child Care Resource Materials.
INSTITUTION	Nebraska State Dept. of Economic Development, Lincoln.; Southeast Community Coll., Lincoln, Nebr.
SPONS AGENCY	Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE	Mar 76
GRANT	75-027-008
NOTE	103p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Annotated Bibliographies; *Child Care; Community Planning; Community Role; Day Care Programs; *Early Childhood Education; *Films; *Filmstrips; Infants; *Learning Activities; Parent Child Relationship; Parent Participation; Recreation; Resource Guides; Special Education; Teacher Education

ABSTRACT

"Child Care Resource Materials" is an annotated bibliography of books, films, and filmstrips on various topics related to the education and development of young children. Categories include: learning activities for children; caring for children - infants through adolescents and children with special needs; parent-child relationships; day care - program planning and costs, infants, family homes, school-age children, industry involvement, and rural day care; nursery school; playgroups; teacher training; recreation and community involvement. The bibliography is indexed and includes a listing of publishers, distributors, as well as journals and magazines. "Child Care Resource Materials" was compiled and printed in 1976 as part of a project entitled the Child Care Awareness Program. The project coordinator developed a set of multi-media materials, designed specifically for Nebraska communities, to provide assistance in organizing and establishing quality child care services for children and families. (Author/MS)

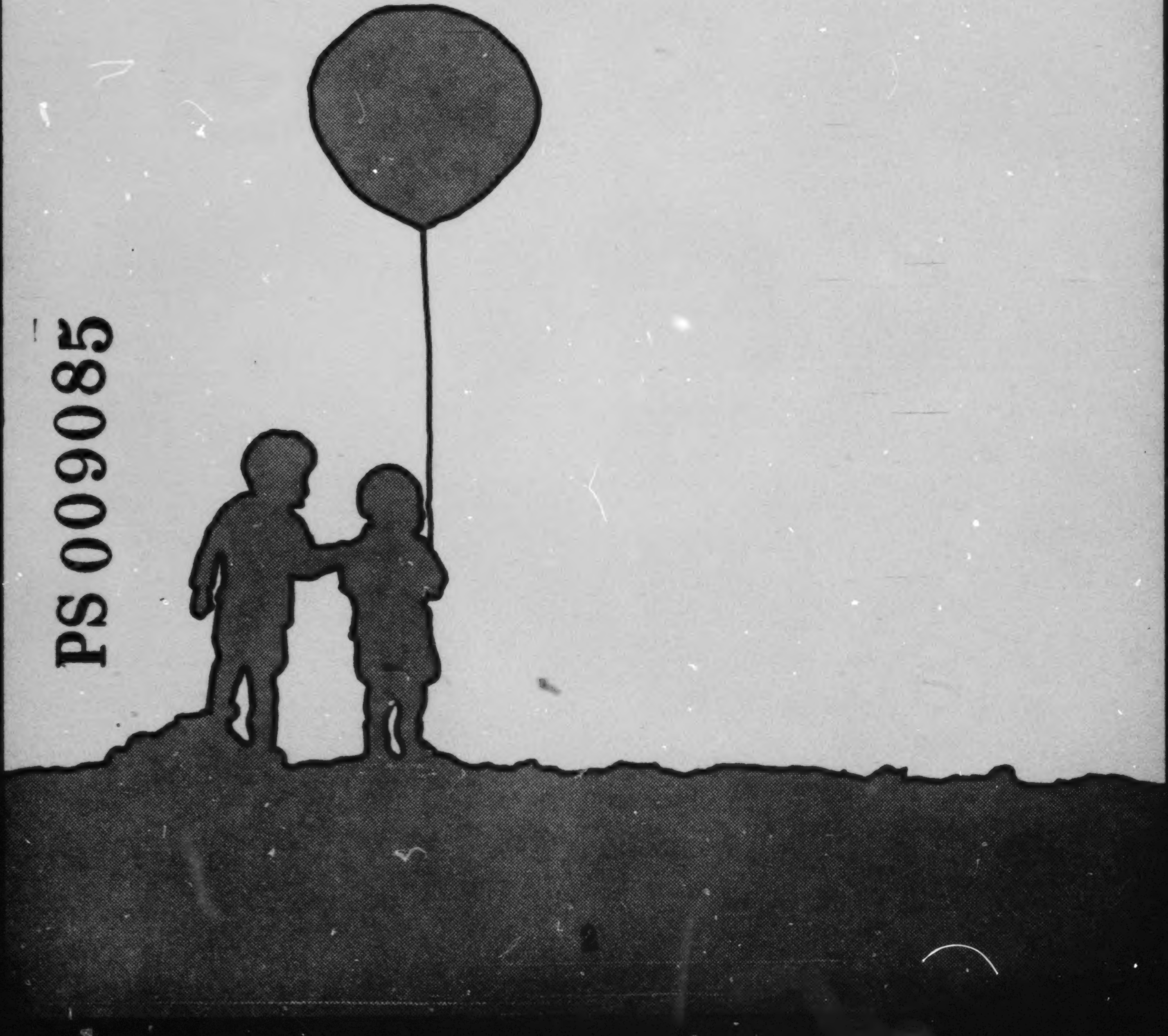
Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED134345

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

child care resource materials



PS 009085

ED134345

child care resource materials

compiled by

Jeanne Webb, Project Coordinator
Child Care Awareness Program

Marnee Pennington, Student
University of Nebraska

cover design by

Marv Webb

PS 009085

March 1976

This publication has been made possible by a grant (#75-027-008) from the Department of HEW - Title I of the Higher Education Act of 1965 - administered by the Nebraska Department of Economic Development and under the supervision of Southeast Community College - Lincoln, Nebraska.

TABLE OF CONTENTS

Page

Activities
- Books 1
- Films 6

Caring for Children - Health and Safety
- Films 8
- Filmstrips 10

Caring for Children - Infants
- Books 11
- Films 13
- Filmstrips 15

Caring for Children - Early Childhood Years
- Books 16
- Films 31
- Filmstrips 33

Caring for Children - School Age
- Books 37
- Films 38

Caring for Children - Adolescents
- Books 39
- Films 40

Caring for Children - Special Needs
- Books 43
- Films 51
- Filmstrips 53

Parent-Child Relationships
- Books 56
- Films 62
- Filmstrips 64
- Kits 66

Day Care - Program Planning and Costs
- Books 67

Day Care - Infants
- Books 70

Day Care - Family Homes
Books 71

Day Care - School Age Children
Books 72

Day Care - Industry Involvement
Book 73

Day Care - Rural
Books 73
Films 74
Filmstrips 74

Nursery School
Books 74
Films 75

Playgroups
Books 76

Teacher Training
Books 77
Films 78

Recreation
Books 80
Films 81

Community Involvement
Films 82

Publishers 83

Distributors 92

Journals/Magazines 94

ACTIVITIES

BOOKS

Anderson, Paul S. STORY TELLING WITH THE FLANNEL BOARD. Minneapolis: T. S. Denison and Company, Inc., 1974.

STORY TELLING WITH THE FLANNEL BOARD explains how to tell the story with flannel figures, how to make a board, includes many stories to tell and figures to trace.

Baker, Katherine Read, ed. IDEAS THAT WORK WITH YOUNG CHILDREN. Washington, D.C.: National Association for the Education of Young Children, 1974.

Practical, valuable suggestions for those engaged in developing programs for young children or looking for new ideas. This selection of 37 articles are from past issues of the YOUNG CHILDREN journal. The sections deal with understanding children and teaching; setting up a learning environment; language experiences; programs for young children; areas of special challenge; parents and teachers work together; and consulting with people in other professions.

Boston Children's Medical Center and Elizabeth M. Gregg. WHAT TO DO WHEN "THERE'S NOTHING TO DO". New York: Dell Publishing Co., Inc., 1968.

This book contains 601 tested play ideas for young children, and helps to answer the so-often-asked question: "How does a mother keep young children happily and safely occupied when there's housework to be done or bad weather keeps them cooped up at home?" It also reveals a fine understanding of children's behavior, and the way they develop and learn.

Bruno, Janet and Dakan, Peggy. COOKING IN THE CLASSROOM. California: Lear Siegler, Inc./Fearon Publishers, 1974.

A collection of inexpensive simple recipes that have been "child tested" in classrooms. The recipes can provide teachers and children with many enjoyable learning experiences. The recipes in this book are easy enough to insure success and provide pleasant cooking experiences.

Caney, Steven. PLAYBOOK. New York City: Workman Publishing Co., 1975.

Every space becomes a play space (in a way that's acceptable to adults) for kids three years old and up. Seventy projects and activities to be used anywhere. Clear, uncomplicated directions, with step-by-step line drawings and photographs.

Caney, Steven. TOY BOOK. New York City: Workman Publishing Co., 1972.

TOY BOOK shows you how to make fifty-one good toys - toys with the ability to be many different things to a child. The toys allow the child full imaginative participation - in making them and in playing with them.

Cherry, Clare. CREATIVE ART FOR THE DEVELOPING CHILD. California: Lear Siegler, Inc./Fearon Publishers, 1972.

This book deals directly with ways in which creative art becomes developmental art, part of the entire growth process of the child.

Cherry, Clare. CREATIVE MOVEMENT FOR THE DEVELOPING CHILD. California: Lear Siegler, Inc./Fearon Publishers.

Creative movement activities are presented which can be adapted, changed, and experimented with to meet special needs. Children are encouraged to express themselves freely and to respond freely without the inhibitions of societal pressures. Areas discussed are the room environment; movement; crawling; creeping; walking; running; jumping and leaping; galloping and skipping; resting; posture and balance; and much more. A complete program of more than 200 rhythmic activities for the pre-school child - plus materials for singing, listening, and other musical experiences. Valuable information on the maturation of the pre-school child.

Cherry, Clare. CREATIVE PLAY FOR THE DEVELOPING CHILD. California: Lear Siegler, Inc./Fearon Publishers, 1975.

Ms. Cherry's latest book on the developing child offers a comprehensive description of the play activities of pre-school age children in a nursery school setting. Emphasizes the physical and intellectual benefits of all forms of play.

Cole, Ann, Carolyn Haas, Faith Bushnell, and Betty Weinberger. I SAW A PURPLE COW AND 100 OTHER RECIPES FOR LEARNING. Boston: Little, Brown and Company, 1972.

A practical activity book - activities presented in a recipe format that makes them easy to use. The ingredients are usually items one would have around the home.

Cole, Ann, Carolyn Haas, Elizabeth Heller, and Betty Weinberger. RECIPES FOR FUN. Parents As Resources, 1970.

RECIPES FOR FUN, printed both in English and Spanish, is the first in a series of activity books designed for parents, teachers, and others who work with young children. It contains easy-to-do learning activities and games for the young child. Many of the activities used "saved" or "recycled" materials. Topics include: handy hints, make believe, exploring, music, making things, learning games, and party fun.

Cole, Ann, Carolyn Haas, Elizabeth Heller, and Betty Weinberger. MORE RECIPES FOR FUN. Parents As Resources, 1972.

The second in a series of activity books designed for parents and others who work with young children. It contains a wide range of activities for both the early learner and the older child. Topics include: back to school, discovery of the child's environment, indoor - outdoor crafts and games, and newspaper fun.

Cole, Ann, Carolyn Haas, Elizabeth Heller, and Betty Weinberger. RECIPES FOR HOLIDAY FUN. Parents As Resources, 1973.

RECIPES FOR HOLIDAY FUN is designed to enrich the whole family's enjoyment of the various occasions celebrated throughout the year. Featuring: games, crafts, decorations, holiday foods, party ideas, and gifts to make.

Crofts, Doreen J. and Robert D. Hess. AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN. Boston: Houghton Mifflin Company, 1972.

A complete guide to activities for young children. Some of the activities are designed to provide practice in school-related skills, such as prescience, premath and language, while other activities serve to encourage creativity. This handbook is helpful for parents as well as early education teachers.

D'Audney, Weslee. CALENDAR OF DEVELOPMENTAL ACTIVITIES FOR PRESCHOOLERS. Omaha: Early Childhood Technical Assistance - Resource Center Meyer Children's Rehabilitation Institute.

This book is full of activities, songs, fingerplays, and special activities for any holiday. Many new and exciting ideas. There is also a list of children's books, records, and publications for the teacher.

Fiarotta, Phyllis. SNIPS AND SNAILS AND WALNUT WHALES. New York: Workman Publishing Co., 1975.

Step-by-step instructions and illustrations to recycle the raw materials of nature into a glorious assortment of toys, decorations, projects, gifts.

Fiarotta, Phyllis. STICKS AND STONES AND ICE CREAM CONES. New York: Workman Publishing Company, 1973.

Offers youngsters a full range of craft projects on their own level - in order to help them explore completely such craft techniques as: macrame, sewing, weaving, origami, painting, candle making, quilting, tie-dye, papier-mache, embroidery, puppet making, applique, patchwork, mobile construction, collage, yarn craft, decoupage, and many more.

Forte, Imogene and Joy MacKenzie. CREATIVE SCIENCE EXPERIENCES FOR THE YOUNG CHILD. Nashville: Incentive Publications, Inc., 1973.

The purpose of this book is to give children concrete experiences designed to help them sort out and make meaningful use of this scattered knowledge and isolated concepts as well as to develop new insights and understanding.

Friends of Perry Nursery School. THE SCRAP BOOK. Ann Arbor, 1972.

This book contains a wide variety of activities suited for 3, 4 and 5 year olds in all kinds of home and school settings. The materials required for most of the activities are household scraps.

Goodwin, Mary and Gerry Pollen. CREATIVE FOOD EXPERIENCES FOR CHILDREN. Washington, D.C.: Center for Science in the Public Interest, 1974.

Contains learning activities and curriculum ideas related to foods, nutrition and cooking, also 41 pages of recipes. Appropriate for preschool and elementary children.

Gordon, Ira J., Barry Guinagh, and R. Emile Jester. CHILD LEARNING THROUGH CHILD PLAY. New York: St. Martin's Press, Inc., 1972.

A parent's guide to help parents give their children the opportunity to learn - in the form of games and play and to increase their physical and intellectual growth. This book deals directly with activities for the two and three year olds.

Group for Environmental Education, Inc. YELLOW PAGES OF LEARNING RESOURCES. 1973.

YELLOW PAGES OF LEARNING RESOURCES is exactly what its name implies. It imitates the telephone yellow pages and serves as a guide to teachers in using community resources for providing learning opportunities. Among the numerous resources are airport, architect, bakery, bricklayer, construction site, greenhouse, junkyard, locksmith, photography, restaurant, television repairman, vacant lot, zoo, and many more.

Jorde, Paula. LIVING AND LEARNING WITH CHILDREN. 1973.

A book of activities in the areas of Sensory Awareness, Getting Ready to Read and Write, Learning Math Concepts, Discovery through Science, Creating through Art and Music and What's Cooking.

McNeill, Earldene, Judy Allen, Velma Schmidt, and Barbara McNeill. CULTURAL AWARENESS FOR YOUNG CHILDREN. Dallas: The Learning Tree, 1975.

252 pages of historical sketches, illustrations, annotated bibliography, and ideas for activities, documented by numerous photographs of children at the Learning Tree - School for Young Children. Explores Black, Native American, Mexican-American, Cowboy, Oriental and Eskimo cultures.

Martinson, Ruth A. and May V. Seagoe. THE ABILITIES OF YOUNG CHILDREN. Council of Exceptional Children, 1967.

This book looks at the creativity of young children in the field of art, music, writing, social studies and science. The child's product is rated by experts to the degree of creativity.

Monahan, Robert. FREE AND INEXPENSIVE MATERIALS FOR PRESCHOOL AND EARLY CHILDHOOD. Belmont, California: Lear Siegler/Fearon Publishers, 1973.

Lists more than 400 items that the early childhood or primary grade teacher can obtain at little or no cost. Materials listed include films, books. pamphlets, posters and folders.

National Institute on Drug Abuse. SUPER ME, SUPER YO. 1975.

SUPER ME, SUPER YO is one of the first books for young children (ages 4 to 6) written to help prevent drug abuse. Three themes are stressed - feeling good about self; making sound decisions; and understanding and expressing feelings. These themes can help children grow up with a healthy view of themselves and the world they live in.

North, Marion. MOVEMENT EDUCATION - CHILD DEVELOPMENT THROUGH BODY MOTION. New York: E. P. Dutton and Co., Inc., 1973.

MOVEMENT EDUCATION provides a clear and practical guide to this area of development. It shows how movement can be used to develop the whole personality of the child. A section included within the book gives an outline of stories, rituals, mimes and dramas to use with children. Understanding the children through observing their movements is discussed in the last part of the book.

Polon, Linda and Wendy Pollitt. CREATIVE TEACHING GAMES. Minneapolis: T. S. Denison and Company, Inc., 1974.

The book presents a sampling of classroom games that can be used with any subjects taught in the elementary grades. The games may be used with great success to stimuate and motivate children to learn in an enjoyable manner.

Stant, Margaret A. THE YOUNG CHILD. Englewood Cliffs: Prentice-Hall, Inc., 1972.

The major theme of this book is the creative art activities and play materials which are appropriate for the use of the young child in preschool or kindergarten. Play materials and art media enter into all facets of a program - so also covered are the areas of mathematics, oral language, social studies, science and stories.

Stein, Susan M. and Sarah T. Lottick. THREE, FOUR, OPEN THE DOOR. Chicago: Follett Publishing Company, 1971.

A handbook of activities written for any adult - male or female, professional or paraprofessional, parent or teacher - who is involved in caring for and teaching young children from birth to six years of age. Activities are suggested using paint, paper, modeling materials, music, drama, puppetry, science, outdoor equipment, holidays, and special occasions.

FILMS

AT YOUR FINGERTIPS: BOXES. 11 minutes, color. U.N. Media Center.

One of a series of films designed to prove that children's playthings do not necessarily have to be bought at a store, but are readily available and beckoning "at your fingertips". Visiting a supermarket, we see a variety of boxes, cartons, and containers which are used in packaging a wide assortment of household products. Then at home, these cereal boxes and milk cartons become cars, animals and villages. Very large boxes and crates are made into playhouses and tunnels. Only basic techniques are outlined, and children are encouraged to develop their own ideas.

AT YOUR FINGERTIPS: CYLINDERS. 10 minutes, color. U.N. Media Center.

One of a series of films showing how children, ages six to twelve, can make fascinating and creative objects from things that are usually overlooked or thrown away. Demonstrates ways in which tubes from paper towels, salt and outmeal cartons can be used to make everything from an animal mobile to a man from Mars.

AT YOUR FINGERTIPS: FLOATS. 10 minutes, color. U.N. Media Center.

One of a series of films showing how children, ages six to twelve, can make fascinating and creative objects from things that are usually overlooked or thrown away. Shows how to make floating playthings from balloons, milk cartons, and plastic trays.

AT YOUR FINGERTIPS: GRASSES. 10 minutes, color. U.N. Media Center.

One of a series of films showing how children, ages six to twelve, can make fascinating and creative objects from things that are usually overlooked or thrown away. Shows objects that can be made with tall grass and marsh grass, including masks and headdresses.

AT YOUR FINGERTIPS: PLAY CLAY. 9 minutes, color. U.N. Media Center.

One of a series of films showing how children, ages six to twelve, can make fascinating and creative objects from things that are usually overlooked or thrown away. Gives simple instructions on making a dough from flour, salt, and water, which can be modeled like clay into animal and human figures or elements for a necklace.

AT YOUR FINGERTIPS: SUGAR AND SPICE. 10 minutes, color. U.N. Media Center,

One of a series of films showing how children, six to twelve, can make fascinating and creative things from objects that are usually overlooked or thrown away. Shows how to make Easter eggs, Christmas ornaments, and other festive objects from confectioners sugar and water.

POLKA DOT LEAVES ON A PURPLE TREE, KALEIDOSCOPE. 25 minutes, color. U.N. Media Center.

POLKA DOT LEAVES ON A PURPLE TREE is a film about Kaleidoscope, the Hallmark cards traveling art workshop for elementary school-age children. Kaleidoscope is seen from a child's perspective. Some of the scenes are actually shot by children. It is a creative art experience developed to bring the joy of artistic creation to children who might otherwise be deprived of the experience. The program's message is that art is fun.

CARING FOR CHILDREN
HEALTH AND SAFETY

FILMS

EAT FOR HEALTH. 11 minutes, color. Q 11-X. State Department of Health.

Presents an appealing new approach to the important problem of teaching good diet habits to young children.

EAT WELL, GROW WELL. 11 minutes, color. Q 12-X. State Department of Health.

To interest children in the importance of a balanced diet, and to explain the elements of nutrition, through a circus atmosphere.

EXPLORING YOUR GROWTH. 11 minutes, color. C 22-X. State Department of Health.

Using simple animation the film explores the wonderful process that makes us grow. It explains how food is digested in the mouth, stomach, and intestine; how food allows cells to grow and divide, causing us to grow.

FOOD FOR FUN. 10 minutes, color. Q 17-X. State Department of Health.

The purpose of this film is to help develop in younger children wholesome attitudes toward proper nutrition. One day a boy went fishing, and although he tried different kinds of bait, he was unsuccessful. The boy thought that fish might like to eat the same things that we like, so he made a special sandwich of meat, bread, cheese, lettuce and fruit from his own lunch. Some animals that eat these same foods are seen, correlating in a way meaningful to primary children basic concepts relating to the nutritional value of each food group.

HOW DO YOU KNOW YOU'RE GROWING UP? 9 minutes, color. K 54-X. State Department of Health.

Alerts children to the fact that they are growing up. Following the adventures of one child through the course of a day, the film points various ways children know they are getting taller and stronger. Woven into this concept is the idea of growing up in other ways; we see a child taking care of the family pets and helping out with baby sister. He is growing mentally as well as physically.

JOHNNY'S NEW WORLD. 16 minutes, color. K 74. State Department of Health.

Explains the need for early detection and treatment of children's eye problems.

JOURNEY IN HEALTH. 16 minutes. K 75. State Department of Health.

A public service film that stresses the importance of preventive medicine among children through regular and continual health supervision of a physician.

JOURNEY INTO NUTRITION. 25 minutes, color. U.N. Media Center.

Explains to children attending the Little Red Schoolhouse, New York City, that common nutrient needs are met differently by various countries. Shows the children studying the food of a country and then preparing a meal from those foods. Emphasizes that over-eating is as bad as under-eating and that snacks should compliment rather than replace meals.

OUR WONDERFUL BODY: HOW IT GROWS. 11 minutes, color. K 93-X. State Department of Health.

People grow up at different rates to different sizes. We see where growth materials come from and how different bones and muscles grow at different rates. The film introduces the idea that most cells multiply and grow larger, and that growth includes increased body control as well as height and weight.

PATTERNS FOR HEALTH. 14 minutes, b/w. Modern Talking Pictures.

The film shows the establishment of early health habits for the preschool child. Shows how this early training develops patterns found in the well-adjusted adult. Covers general as well as specific health needs of four to five year old children.

PHYSICAL FITNESS AND GOOD HEALTH. 10 minutes, color. R 19-X. State Department of Health.

A Walt Disney film designed to show the importance of keeping the body physically fit with stress placed on the value of exercise to keep the heart and other muscles and organs functioning properly.

SAFETY AND FIRST AID. State Department of Health.

A variety of films are available on safety and first aid for all age groups. Topics include: accident prevention; fire safety; walking safety; rules of safety while baby-sitting; bicycle safety; swimming safety; children's safety in cars; safety at school and on the playground; and others. Send for a complete listing from the Film Librarian - State Department of Health, Division of Health Education, 1003 "O" Street, Lincoln Building, Lincoln, NE 68508.

WHAT'S GOOD TO EAT? 18 minutes, color. Q 30. State Department of Health.

In telling its story, the film offers students a "reason why" basis for knowing what is really good to eat.

YOU AND YOUR FOOD. 11 minutes, color. Q 32-X. State Department of Health.

A Walt Disney animation shows the value of foods and how they help one stay healthy.

FILMSTRIPS

FOOD AND NUTRITION: CHILD DEVELOP AND CHILD HEALTH SERIES. 5 color filmstrips. Parents' Magazine Films, Inc.

1) The Foundation of Health
2) Good Nutrition Before Birth
3) The Balanced Diet
4) Nutrition: Good and Bad
5) Judging For Yourself

FOOD AND NUTRITION discusses the nutritional needs of the young child and how certain inadequacies in the diet can lead to a variety of ailments. Parents are encouraged to thing carefully about what foods contribute to dietary health, to learn how they can best prepare nutritious and economical meals.

HEALTH AND SAFETY: CHILD DEVELOPMENT AND CHILD HEALTH SERIES. 5 color filmstrips. Parents' Magazine Films, Inc.

1) How Careful Is Safe?
2) The Explorer
3) Out In the Big World
4) When a Child Is Ill
5) When Minutes Count

This set provides a comprehensive look at the health needs of young children, how to take care of those needs, and how to determine when professional medical care is essential. There are also many ways in which parents can lessen the chance of childhood accidents in and around the home. These filmstrips present practical information on safety-proofing the home, treating symptoms of common childhood illness, injury, and what to do in emergency situations.

FIRST AID: NEWEST TECHNIQUES. 4 filmstrips. Sunburst Communication.

1) Artificial Respiration
2) Bleeding
3) Poison
4) Shock

The basic objectives of this series of filmstrips is to outline the basic techniques of first aid, to clarify personal values regarding the helping of others, to further the ability to establish priorities and to encourage the development of judgmental skills. The filmstrips cover emergencies which occur in everyday lives of young people to help demonstrate first aid techniques.

CARING FOR CHILDREN

INFANTS

BOOKS

Aston, Athina. HOW TO PLAY WITH YOUR BABY. New York: The Learning Child, Inc., 1971.

This book suggests ways in which parents can play with their babies. There is a month by month description of activities to play with the baby.

Gordon, Ira J. BABY LEARNING THROUGH BABY PLAY. New York: St. Martin's Press, 1970.

A parents' guide to help parents give their children the opportunity to learn - in the form of games and play and to increase their physical, emotional and intellectual growth.

Hellmuth, Jerome, ed. EXCEPTIONAL INFANTS. New York: Brunner/Mazel Publisher, 1967.

This is the first book in a series concerning infance. This volume deals with research on the normal infant.

Painter, Genevieve. TEACH YOUR BABY. New York: Simon and Schuster, 1971.

Parents are the most effective teachers of their own babies. A complete tested program of simple daily activities that parents and children find rewarding and enjoyable. The activities are designed for every stage of development from infancy to four years of age. If children engage in these activities, they will be more alert, more imaginative, more willing to learn and more "motivated" to learn.

Pizzo, Peggy Daly. HOW BABIES LEARN TO TALK. Washington D.C.: Georgia Appalacian Outreach Project of the Day Care and Child Development Council of America, 1974.

Easy-to-read, well illustrated parent education booklet spelling out the importance of talking with babies, describing language development and family roles in helping it. Appendix with summaries of language development research.

Smart, Mollie S. and Russell C. Smart. CHILDREN - Development and Relationship. New York: MacMillan Publishing Co., Inc., 1972.

The purposes of this book are threefold: to give basic information to students preparing for professional work with children, to map out the field and kindle the interest of students planning to specialize in child development, and contribute to the reader's liberal education by adding to the knowledge of man.

Areas covered within this book include infancy, the preschool child, the school-age child and the adolescent. The total development within each of these areas is discussed.

Streepey, Sandra. YOUR CHILD FROM BIRTH TO TWO YEARS. New York: The Learning Child, Inc., 1971.

This book tells many interesting and useful things about the month by month growth of the baby.during the first two years. There is a list of educational and play materials that are available.

Union College. LET ME INTRODUCE...MYSELF. Schenectady, New York.

"If you think a baby has a lot to learn...what about his parents."

Here is a guide for parents of infant children, created through years of research, tested by parents and their children, dealing with the child's potential in seven areas of development (0 - 30 months): mouth and eyes, language, manipulation, emotional energy, motor development, social development, and the self.

This is an excellent resource for parents of infants and toddlers.

FILMS

ABBEY'S FIRST TWO YEARS. 30 minutes, b/w. Modern Talking Pictures.

Film concentrates on first two years of a developing child. It is a retrospective view, beginning at age two, and working backward to the first days of life.

BATHS AND BABIES. 17½ minutes, color. C 15. State Department of Health and Johnson & Johnson Baby Products Company.

A professional nurse presents, in step-by-step sequence, proper methods of bathing a baby. Recommended for high school and above.

CHILD CARE--THE FIRST YEAR. 12 minutes, color. C 19-X. State Department of Health.

This film provides information on care of babies during their first year: Bathing, feeding, illness, inoculation, hazards, etc., are all covered to give a general picture of parents' responsibility.

DEVELOPMENT OF THE CHILD--INFANCY. 20 minutes, color. U.N. Media Center.

Discusses behavioral and cognitive patterns characteristic of the stage of infancy. These include object permanence, stranger and separation anxiety, reaction to discrepency, and maturing of coordination. The film also treats individual differences in infant temperaments.

EMOTIONAL TIES IN INFANCY. 12 minutes, color. Modern Talking Pictures.

The film reveals the crucial importance of early attachment between an infant and an adult.

INFANT AND CHILD CARE. 13½ minutes, color. State Department of Health.

Improvised methods of infant and child care in a disaster situation.

LEARNING TO LEARN IN FNFANCY. 30 minutes, b/w. Modern Talking Pictures.

This film stresses the essential role of curiosity in learning and points to the kinds of experiences that cultivate and stimulate an eager approach to the world.

NEWBORN. 28 minutes, color. State Department of Health and Johnson & Johnson Baby Products Company.

Beautifully designed to help give new parents confidence through understanding. The film covers the first three months of life. Includes a teachers guide and student leaflets. Recommended for high school and above. Also, especially useful for new parent classes.

PERSON TO PERSON IN INFANCY. 22 minutes, b/w. Modern Talking Pictures.

This film stresses the importance of the human relations between infant and adult.

PSYCHOLOGICAL HAZARDS IN INFANCY. 22 minutes, b/w. Modern Talking Pictures.

Learning and growth during infancy may be hampered by inadequate stimulation and insufficient warm attention from adults.

ROCK-A-BYE-BABY. 21 minutes, color. U.N. Media Center.

In the years from birth to three, the mother-child relationship is paramount in human development. The stimulation of all senses is a basic requirement for the development of healthy children. The film examines some of the techniques psychologists use to weigh and measure mothering practices around the world. We learn of the critical importance of touch and movement in young children.

INFANT CARE. Films and Filmstrips. State Department of Health.

Available from the Division of Maternal and Child Health (Nebraska Department of Health) are various films and filmstrips on the newborn and infant care. Topics include: infants' food needs; growth in the first year; infants and learning; characteristics of newborn infants; bathing the baby; normal patterns of development; health care of the infant; early development; and child nutrition. Send for a complete listing from the Film Librarian - State Department of Health, Division of Maternal & Child Health, 1003 "O" Street, 404 Lincoln Building, Lincoln, NE 68508.

FILMSTRIPS

HUMAN DEVELOPMENT: THE FIRST 2½ YEARS. 7 filmstrips. Concept Media.

1) Pregnancy, Birth and the Newborn
2) Physical Growth and Motor Development
3) The Development of Understanding
4) Styles of Interaction
5) Emotional and Social Development - Part 1
6) Emotional and Social Development - Part 2
7) Language Development

This series covers such vital, dynamic issues as the mother's behavior and life style affecting baby even before birth, the affect of day care centers on the baby's attachments, and the affect of positive reinforcement in the child's emotional and social development.

THE FIRST 18 MONTHS: FROM INFANT TO TODDLER. 5 color filmstrips. Parents' Magazine films, Inc.

1) The New Arrival
2) Discovering the World
3) Making Friends with the Family
4) First Steps, First Words
5) A Time for Adventure

This filmstrip set touches on some important experiences for the baby and the parents during the first stage of life. During this period, a baby grows, learns, changes and develops more than any other time in his life. This set offers suggestions that will help parents provide good care and enjoy their baby and their parenthood.

CARING FOR CHILDREN
EARLY CHILDHOOD YEARS

BOOKS

Almy, Millie. THE EARLY CHILDHOOD EDUCATOR AT WORK. New York: McGraw-Hill Book Company, 1975.

This book encompasses a variety of teaching strategies and curriculum available and the support needed to sustain early childhood care programs. The principal focus is on group settings that are deliberately intended to affect the learning and development of children. The age range includes infancy through 7 years of age.

Almy, Millie. YOUNG CHILDREN'S THINKING. New York: Teachers College Press, 1973.

This book deals with the child's intellectual development based on Jean Piaget's theories.

Baker, Katherine Read and Xenia F. Fane. UNDERSTANDING AND GUIDING YOUNG CHILDREN. Englewood Cliffs: Prentice-Hall, Inc.

This book covers the general child development concepts from birth through pre-school age. Included in the chapters are discussions of discipline, punishment and spoiling, children as members of families, learning through activities, handicaps and crises.

Bank Street Consultation Service. TOWARD COMPREHENSIVE CHILD CARE. Day Care and Child Development Council.

An analysis of where day care has come and where it needs to go in the next few years, with special attention to family-centered and family-supportive approaches, new institutional arrangements, and ways to assure the kinds of intimacy and trust in day care that are basic for child and family support.

BASIC PROPOSITIONS FOR EARLY CHILDHOOD EDUCATION. Washington, D.C.: Association for Childhood Education International.

This pamphlet describes the important concepts within an early education program: philosophy about programs for young children - planning and implementing.

Beadle, Muriel. A CHILD'S MIND. New York: Jason Aronson, Inc., 1974.

This book deals with how children learn during the critical years from birth to age five. Beadle focuses on the interrelationship of heredity and environment and describes the steps by which children develop emotionally and mentally.

Braga, Joseph and Laurie. GROWING WITH CHILDREN - The Early Childhood Years. Englewood Cliffs: Prentice-Hall, Inc., 1974.

GROWING WITH CHILDREN is about children and how effective guidance from adults helps the youngsters to become happy and productive human beings. This book will help adults gain insights and understanding that can lead to self growth.

This book is concerned with the needs, capabilities and limitations of children from birth to six years. It also tells the adult how to grow along with the child.

Braga, Laurie and Joseph. LEARNING AND GROWING - A guide to child development. Englewood Cliffs: Prentice-Hall, Inc., 1975.

This book presents a practical guide to understanding children's development and stimulating their growth. It explains how the adult can aid children in everything from learning to feed themselves to speech and language development. This book stresses the importance of helping children develop good feelings about themselves as people. It suggests activities and materials through which children can try out and increase their competencies.

Braun, Samuel J. and Esther P. Edwards. HISTORY AND THEORY OF EARLY CHILDHOOD EDUCATION. Worthington, Ohio: Charles A. Jones Publishing Company, 1972.

Traces the evolution of concepts about early childhood education in Western Civilization including excerpts from the writings of early educational theorists, as well as philosophers of later centuries. The formation of the American public school system and evolution of early childhood education in Europe and the United States is discussed. Theorectical bases for early childhood education are traced to the behavioral sciences. The future role of early childhood education in an technological society.

Brazelton, T. Berry. TODDLERS AND PARENTS. Delacorte Press/Seymour Laurence, 1974.

This book covers the child between one year and 2½ years. Dr. Brazelton explores the issues of language, discipline, toilet training, learning through play, fantasy and identification. The special problems of working parents, single pqrents, large families, disturbed families and day-care centers are also examined.

Caplan, Frank and Theresa. THE POWER OF PLAY. Garden City, New York: Anchor Press/Doubleday, 1973.

A child can gain a sense of achievement, through playing with proper toys. Play can aid in promoting body-building, good family and social relations, health ego power, learning and creativity.

CARING FOR CHILDREN. U.S. Government Printing Office.

The importance of children's total development (mental, physical and social) cannot be over-emphasized. This continuing series of HEW publications explains how child care centers can contribute to this development, and also to an improved environment for the nation's children. The booklets also provide valuable tips for all parents about raising a child.

1) "The Ways Children Learn" - This booklet describes the ways in which a child is already equipped to learn, how he learns, what he needs to know, and how his teacher can help.

2) "More than a Teacher" - Describes the essential mothering role of the child care center teacher. Explains what mother is, how mothering differs from mother love, and how mothering fills emotional and physical needs, helps social development and builds language ability.

3) "Preparing for Change" - How to help a child cope with changes in his life, including starting school, going to the hospital, new child in the family, sadness, grief, etc.

4) "The Vulnerable Child" - This booklet describes some of the physical and emotional handicaps that make a child vulnerable, talks about everyday fears and stress common to children.

5) "The Individual Child" - Describes the uniqueness of each child.

6) "From 'I' to 'We'" - Describes the gradual process of baby's growing up physically, mentally and socially. In a child care center a child begins to grasp the idea that he (or she) is a separate individual, giving him an understanding that helps him leave the selfish confines of his ego world -- his "I" world and become a socially responsive citizen of a "We" world.

7) "Conditions for Learning" - Describes the learning experiences which can be gained from a child care center.

8) "Language is for Communication" - Explains the process of language development in children.

Carmichael, Viola S. CURRICULUM IDEAS FOR YOUNG CHILDREN. Los Angeles: Southern California Association for the Education of Young Children, 1971.

This book is a resource of the kinds of experiences appropriate for young children. Included at the end of each chapter is a list of books and records for each topic of activities.

Cass, Joan E. HELPING CHILDREN GROW THROUGH PLAY. New York: Schocken Books, 1973.

This book discusses what play is and deals with primitive play materials, social relationships, imagination in play, painting, block building, and dramatic play.

Cazden, Courtney B., ed. LANGUAGE IN EARLY CHILDHOOD EDUCATION. Washington, D.C.: National Association for the Education of Young Children, 1975.

A guide for developing language programs in preschool programs. Suggestions for helping young children develop oral language are presented by various authors and related to an overview of oral language from early acquisition to learning to read.

CHILD CARE HANDBOOK. Washington, D.C.: The American Home Economics Association, 1975.

This handbook focuses on the early years. Its aim is to help teachers, students, business women and homemakers gain information required to provide the kind of quality care children need in the home, in the child care center, or in the day care family home.

This book also includes activities, working with parents, licensing and standards and management.

Cohen, Dorothy H. THE LEARNING CHILD. New York: Pantheon Books, 1972.

Relevant, easy-to-read guide to child development (in the years from five to eleven) intended especially for parents who care how their children feel as they learn. A child's individual growth patterns and feelings must be taken into account if children are to enjoy learning.

Comer, James P. and Alvin F. Poussaint. BLACK CHILD CARE. New York: Simon & Schuster, 1975.

This is a guide on how to bring up a healthy Black Child in America. Emotional and psychological development are discussed.

Committee on Finance - United States Senate. CHILD CARE. Washington D.C.: U.S. Government Printing Office, October 1974.

This book on child care is written by the staff for the use of the Committee on Finance. It covers child care services for working mothers, child care arrangements, child care costs, Federal involvement in child care, and standards and licensing for child care programs.

Day, Barbara. OPEN LEARNING IN EARLY CHILDHOOD. New York: Macmillan Publishing Co., Inc., 1975.

OPEN LEARNING IN EARLY CHILDHOOD is designed to help early childhood teachers, administrators, and supervisors provide an open education learning environment for young children. Such an environment is child-centered and invites independent and group learning through exploration and investigation. It is carefully planned with varied and challenging materials so that each child is able to create and discover the many joys that learning has to offer.

Day Care & Child Development Council. THE CARE AND EDUCATION OF YOUNG CHILDREN.

Sketches the history of child care and early education in the United States and describes the current programs and approaches to the care and education program and issues of the 1970's.

Day Care and Child Development Council of America. CHILD CARE REPRINTS IV - Mothers in Paid Employment

This is a collection of articles which focus on mothers who are working.

Day Care & Child Development Council. CHILDREN AND THE PUBLIC RESPONSIBILITY.

Provides an overall context within which to consider the needs of child care and early education. Reviews the economic, social and political forces which are increasing the demands for child care and analyzes the public's responses to these demands.

Dittmann, Laura L., ed. CURRICULUM IS WHAT HAPPENS - Planning is the Key. Washington, D.C.: National Association for the Education of Young Children, 1973.

Expert advice on how to plan curriculum is found in this collection of original articles. Specific means for facilitating self directed learnings are emphasized.

Draper, Mary Wanda and Henry E. Draper. CARING FOR CHILDREN. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

The demand for child care facilities is an ever-growing one. This book will help you understand children and interact with them in a meaningful way. Each chapter will help to develop the competencies needed for work with children.

This book is divided into six parts which include: caring for children, development of children, environment of the child, child behavior, working in a center and planning a child's program.

Edson, Lee and the Editors of Time-Life Books. HOW WE LEARN. New York: Time-Life Books, 1975.

This book surveys the many ways that people learn new things. Areas included are behavior as a signal, act of remembering, culture as a teacher, and the changing classroom.

Fallon, Berlie J., ed. 40 INNOVATIVE PROGRAMS IN EARLY CHILDHOOD EDUCATION. California: Lear Siegler, Inc./Fearon Publishers, 1973.

Readings contain detailed descriptions of innovative early childhood education programs currently in operation in school systems throughout the United States. A valuable resource for school systems, students, teachers, parents, and researchers.

Flinchum, Betty M. MOTOR DEVELOPMENT IN EARLY CHILDHOOD - A Guide for Movement Education with Ages 2 to 6. Saint Louis: The C. V. Mosby Company, 1975.

Movement plays a very important part in the development of the young child. This book was designed to offer a program of motor activities for the teacher of the young child with objectives, ideas, content activities, strategies, equipment suggestions and evaluative measures for the child.

Fraiberg, Selma H. THE MAGIC YEARS - Understanding and Handling the Problems of Early Childhood. New York: Charles Scribner's Sons, 1959.

The magic years are the years of early childhood. This is the time when the child acquires knowledge of an objective world. Often the world is an unstable world for the young child. The book is divided into the section of the first eighteen months: 18 months to 3 years; and 3 years to 6 years. Each of these age levels is discussed concerning the way the child sees his world.

Frost, Joe L., ed. READINGS: EARLY CHILDHOOD EDUCATION REDISCOVERED. New York: Holt, Rinehart and Winston, Inc., 1968.

Selections on the following themes:

- "Do Young Children Need Preschools?"
- "The Rediscovery of Montessori"
- "The Rediscovery of Piaget"
- "Cognitive Development in Young Children"
- "The Promise of Head Start"
- "Cognitive and Affective Bases for Learning to Learn"
- "Developing Literacy in Young Children"
- "What Should Be Taught in the Preschool"
- "Planning for Early Childhood Education"

Gilbest, Arthur. PRIME TIME - Children's Early Learning Years. New York: Citation Press, 1973.

A basic guide to understanding the learning of threes, fours, and fives.

Gold, Jane R. and Joan M. Bergstrom. CHECKING OUT CHILD CARE: A PARENT GUIDE. Washington, D.C.: Day Care & Child Development Council of America, 1975.

This pamphlet offers suggestions as to what parents should look for in a child care program. It looks at general issues relating to caregiver competency and the program environment that indicates quality child care whether they are home-based or center-based.

Goldberg, Lazer. CHILDREN AND SCIENCE. New York: Charles Scribner's Sons, 1970.

This is a program for the education of children in the field of science. This program works on the theory of letting children investigate according to their natural curiosity.

Gordon, Ila. CHILDREN'S VIEWS OF THEMSELVES. Association for Childhood Education International, 1972.

This is a lively and sympathetic book which takes a look at children through new eyes and deepened perception of their feelings and ego-building needs. It also explains how adults can develop a sensitivity toward the children.

Grand, Carole and Rahla Gold. GUIDING THE LEARNING PROCESS - A Manual for Teachers of Young Children. New York: Harper & Row, Publishers, 1973.

This is a practical guide for teachers of young children. Especially helpful for beginning teachers. It begins with a chronologocal sequence - starting with the first day, and goes through planning of the curriculum.

Hechinger, Fred M., ed. PRESCHOOL EDUCATION TODAY - New Approaches to Teaching Three-, Four-, and Five Year Olds. New York: Doubleday & Company, 1966.

PRESCHOOL EDUCATION TODAY serves as a basic primer for those facing the establishment of a preschool education program. Areas discussed are early social environment; preschool enrichment; academically oriented model; and others. A bibliography of books and articles on preschool programs and socially disadvantaged children is included.

Hendrick, Joanne. THE WHOLE CHILD - New Trends in Early Education. Saint Louis: The C. V. Mosby Company, 1975.

This book is intended to equip the beginning teacher of young children with a fundamental point of view and specific skills so that she may function effectively with the children. It assumes that the function of education is to care for the whole child and help him flourish. It focuses on the five aspects of the child's self-physical, emotional, social, creative and language skills.

Hennings, Dorothy Grant. SMILES, NODS, AND PAUSES.- Activities to Enrich Children's Communication Skills. New York: Citation Press, 1974.

This book is an exploration of nonverbal language; a source of activities in which youngsters can express and interpret meanings with more than words; a beginning from which teachers can venture on their own to develop nonverbal communication skills in boys and girls, and a plea to teachers to build language arts programs that emphasize not just words.

Hewes, Dorothy and Barbara Hartman. EARLY CHILDHOOD EDUCATION: A WORKBOOK FOR ADMINISTRATORS. San Francisco: Rand E. Research Associates, 1974.

This text-workbook is designed to present management theory and principles as they apply to the administration of early childhood programs.

Hildebrand, Verna. GUIDING YOUNG CHILDREN. New York: Macmillan Publishing Company, Inc., 1975.

The emphasis in this book is on the process of guiding and teaching young children - the interactional opportunities of caregivers, teachers, parents and children themselves to develop the human potential of children.

GUIDING YOUNG CHILDREN offers the teacher, assistant or volunteer basic lines to follow in guiding and teaching infants and preschool children. It offers help in understanding behavior problems of children, suggestions for guiding children during routines and typical learning activities of the school - art, science, literature, music, etc.

Hildebrand, Verna. INTRODUCTION TO EARLY CHILDHOOD EDUCATION. New York: Macmillan Publishing Company, Inc., 1971.

This book was written for those concerned with teaching children ages 3 through 6. It is an introduction to professional preparation for nursery schools and kindergarten.

Included within this book are: overall view of goals, children, schools, techniques and curriculum plus an examination of curriculum in detail, discussion of goals and procedures and suggestions for learning experiences. The final part of this book covers the teacher's professional relationship with parents and views of the past, present and future of early childhood education.

Hymes, James L. Jr. THE CHILD UNDER SIX. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968.

This is a very practical, down to earth book about children under six - how they think, feel and act and why they behave as they do. There are many helpful hints for parents, parents-to-be, teachers or child care workers to use in daily routines that help create a sense of security and well-being in both the adult and child.

This book helps to instill good eating and sleeping habits, how to care for a new baby, how to answer your children's questions, how to develop a child's imagination and intellect and most important, how to understand the Child Under Six.

Hymes, James L. Jr. EARLY CHILDHOOD EDUCATION - An Introduction to the Profession. Washington, D.C.: The National Association for the Education of Young Children, 1975.

This booklet presents a background in Early Childhood, the social forces which shape early childhood, different programs in early childhood - Kindergartens, Nursery School, Head Start, and Child Care Centers.

Hymes feels that education in early childhood is in a time of heightened awareness, a time of development and growth in programs, a time of promise, and a time of problems.

Hymes, James L. Jr. ENJOY YOUR CHILD - AGES 1, 2 AND 3. Public Affairs Committee, September 1973.

This pamphlet describes the child of 1, 2 and 3 years. The two main points discussed are independence and security.

Hymes, James L. Jr. TEACHING THE CHILD UNDER SIX. Columbus, Ohio: Charles E. Merrill Publishing Company, 1968

This book emphasizes the need for education of children under six years of age. There are several approaches discussed of forms of educating these children. Those discussed include a child centered program, a society centered program and subject matter centered program. This book also discusses tools to use in teaching and different ways of teaching.

Hymes, James L. Jr. THREE TO SIX: YOUR CHILD STARTS TO SCHOOL. Public Affairs Committee, December 1973.

This pamphlet explains the characteristics of children ages three to six years.

Jameson, Kenneth. ART AND THE YOUNG CHILD. New York: The Viking Press, 1968.

Jameson explains art of the young child. He sets guidelines for the teacher and parents to follow to best cultivate art.

Kerman, Gertrude Lerner. PLAYS AND CREATIVE WAYS WITH CHILDREN. New York: Harvey House Publisher, 1961.

This book deals with dramatics for young children. It contains ideas of working with children as well as many plays to act out.

Krown, Sylvia. THREES AND FOURS GO TO SCHOOL. Englewood Cliffs: Prentice-Hall, Inc., 1974.

Describes problems of disadvantaged children and shows how compensatory methods are used to overcome emotional and cognitive deficits.

Krumboltz, John D. and Helen B. Krumboltz. CHANGING CHILDREN'S BEHAVIOR. Englewood Cliffs: Prentice-Hall, Inc., 1972.

CHANGING CHILDREN'S BEHAVIOR describes the basic behavior modification principles and illustrates how to apply them. It concentrates on useful behavior change methods which can begin to work now regardless of previous training.

Landau, Elliott D., Sherrie Landau Epstein, and Ann Plaat Stone, eds. CHILD DEVELOPMENT THROUGH LITERATURE. Englewood Cliffs: Prentice-Hall, Inc., 1972.

Selections on Early Development, Personality Development, Emotional Development, Intellectual Development, Communication, The Meaning of Play, The Handicapped Child, Home Influences, School Influences, and Societal Influences are discussed through fictional literature - short stories and novels, to deepen one's insight into child development by relating to the experience encountered in the literature.

Landreth, Catherine. PRESCHOOL LEARNING AND TEACHING. New York: Harper & Row, Publishers, 1972.

This book is a basic and practical introduction to early childhood education for parents and all practitioners who promote early learning. It models a sound teaching progression by first considering individual differences in learners and the characteristics of the learning process before discussing specific teaching techniques, educational strategies and curricular content.

Langford, Louise M. and Helen Y. Rand. GUIDANCE OF THE YOUNG CHILD. New York: John Wiley and Sons, Inc., 1975.

This book presents the basic facts concerning child development and various points of view relative to child guidance in such a way that the reader can formulate an individual and personal philosophy of guidance.

Physical, social, personality and language development are discussed in this book as well as the various routines, the value of play and the curriculum needed for these children - music, science and math. There is also a brief discussion of the handicapped child.

Leeper, Sarah Hammond, Ruth J. Doles, Dora Sikes Skipper, and Ralph L. Witherspoon. GOOD SCHOOLS FOR YOUNG CHILDREN - A Guide for Working with Three-, Four-, and Five-Year Old Children. New York: Macmillan Publishing Co., Inc., 1974.

Designed for use by students in early childhood education or as a resource for parents, teachers, or aides interested in the development and education of young children. Broad scope of information:

Part I - "Why Centers for Young Children?"
Part II - "The Curriculum: Planning and Teaching"
Part III - "Organizing Centers for Young Children"

McAfee, Oralie, Evelyn W. Haines and Barbara Bullman Young. COOKING AND EATING WITH CHILDREN - A Way to Learn. Washington, D.C.: Association for Childhood Education International, 1974.

This booklet explains the advantages and the great amount of knowledge that can be learned through cooking and eating with children. Included in this booklet are recipes children can prepare, learnings that come from cooking and eating, and how to organize and proceed with this type of activity.

McFee, June King. PREPARATION FOR ART. Belmont, California: Wadsworth Publishing Company, Inc., 1967.

This book deals with teaching art to young children. Part One deals with the foundations of art education, and Part Two deals with the art curriculum in the elementary school.

McSpadden, Lucia Ann. DEVELOPMENTAL CURRICULUM: A TOTAL APPROACH. Salt Lake City: Headstart Day Care Center.

This is a book which explains how to develop a curriculum and the resources that are needed for a developmental curriculum. It includes a few activities.

Markum, Patricia Maloney. PLAY: CHILDREN'S BUSINESS - A Guide to Play Materials. Washington, D.C.: Association for Childhood Education International, 1974.

Re-evaluation of play and its impact at various developmental levels. There is a listing of suitable materials for children from infancy through later childhood.

Matterson, E. M. PLAY AND PLAYTHINGS FOR THE PRESCHOOL CHILD. Baltimore: Penguin Books (paperback), 1973.

A practical book which supports the belief that play is an important concern of early childhood and deserves the attention and thoughtful action of both parents and teachers.

Matterson presents a practical guide to selection, arrangement, and use of a variety of play materials. A convincing and well-documented description of the value of play and suitable play materials for the growth and learning of young children.

Murphy, Faye and Margaret Puckett. CHURCH CHILD CARE/DAY CARE CURRICULUM PLANNING GUIDE. State Missions Commission, 1972.

This manual provides a framework for planning, establishing, and conducting day care programs. The program allows children to be in an enriched environment which provides growth in the areas of moral, social, emotional, physical, intellectual, and spiritual development. Ideas for selecting a facility, establishing a program, and evaluating the various components are described.

Nixon, Ruth H. and Clifford L. Nixon. INTRODUCTION TO EARLY CHILDHOOD EDUCATION. New York: Random House, 1971.

Basically a text for teachers, prospective teachers or other persons concerned with the education of young children - primarily from the age of three through age eight. The basic themes of the text include (1) Choice and Responsibility; (2) Problem Solving and Knowledge; (3) Structure and Creativity; (4) Skills and Insight; (5) Goals and Perspectives; and (6) Materials and Resources.

Pitcher, Evelyn Goodenough, Miriam G. Lasher, Sylvia Feinburg, and Nancy C. Hammond. HELPING YOUNG CHILDREN LEARN. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

This publication suggests, primarily, ways in which young children learn and some materials that promote learning. Emphasis is placed on experimentation, self-direction, appreciation, and awareness, as well as the implementation of appropriate learning skills.

Table of Contents: Guiding the Young Child; Art; Music; Literature; Science; Variety in the Curriculum: and Academic Preliminaries

Plaskow, Daphne. ART WITH CHILDREN. New York: Watson-Guptill Publication, 1968.

This book describes practical description of many simple processes that can be carried out at home. The development of art in the child is also explained.

Roby, Pamela, ed. CHILD CARE - WHO CARES? New York: Basic Books, Inc., 1973.

This unique book suggests concrete guidelines and directions for the establishment of the necessary programs of child care. Book of readings covering the field of child care.

Schmidt, Velma E. EARLY CHILDHOOD EDUCATION - Learning Experiences for the 3-, 4-, and 5-Year Old Child. State Department of Education, 1971.

A guide for adults working with young children in order to provide programs for children in which their curiosity is maintained and nourished. Contains learning experiences in the areas of an educational program.

Seefeldt, Carol. A CURRICULUM FOR CHILD CARE CENTERS. Columbus, Ohio: Charles E. Merrill Publishing Co., 1974.

Designed for a text in training programs preparing persons to work in child care centers or as a resource to those working in early childhood programs. Provides ideas, materials, and methods for establishing a curriculum within a child care program.

Simonds, Lynn. LANGUAGE SKILLS FOR THE YOUNG CHILD - A Teacher's Guide of Language Skills for the Preschool and Primary Grades. Saratoga, California: Rand E. Research Associates, 1975.

Effective techniques for developing children's language. Ideas and activities which enable children to develop within themselves not only language but also feelings of success.

Smart, Mollie S. and Russell C. Smart. CHILDREN - Development and Relationship. New York: MacMillan Publishing Co., Inc., 1972.

The purposes of this book are threefold: to give gasic information to students preparing for professional work with children, to map out the field and kindle the interest of students planning to specialize in child development, and contribute to the reader's liberal education by adding to the knowledge of man.

Areas covered within this book include infancy, the preschool child, the school-age child and the adolescent. The total development within each of these areas is discussed.

Spodek, Bernard. TEACHING IN THE EARLY YEARS. Englewood Cliffs: Prentice-Hall, Inc., 1972.

A look at curriculum teaching, and evaluation in terms of what the child can do from nursery through primary grades.

Discusses varying points of view on early childhood education. Addressed to teachers and to those preparing to be teachers of young children.

Sponseller, Doris, ed. PLAY AS A LEARNING MEDIUM. Washington, D.C.: National Association for the Education of Young Children, 1974.

Learning through play occurs in every domain of the young child's life. Topics include: theories and research on play's value; effective management of play environments; play in Piagetian view of problem solving; and encouraging socio dramatic play. This book is filled with observational examples of ways children learn through play. A valuable resource for a broader understanding of the value of play as a learning medium.

Staffieri, J. Robert. WHAT DO WE BELIEVE ABOUT CHILD-REARING? - Thoughts for Child Care Staff Development. Day Care and Child Development Council of America.

Thought provokers to be used in staff development sessions to help caregivers reach an understanding of their own basic philosophy and thus improve their effectiveness.

Stone, A. Harris, Fred Geis and Louis Kuslan. EXPERIENCE FOR TEACHING CHILDREN SCIENCE. Belmont, California: Wadsworth Publishing Co., Inc., 1971.

This book presents a variety of experiences centered around curriculum and methodology to help you prepare for teaching science.

Swenson, Janet P. ALTERNATIVES IN QUALITY CHILD CARE. Washington D.C.: Day Care and Child Development Council of America, Inc.

A basic resource for decision making about child care. Deals with types of day care, child development wisdom, styles of day care programs, degrees of parent involvement, community and family impacts, programs for infants, school-age, and special problem children as well as preschoolers. Each chapter followed by topics for discussion and recommended resources. Useful for highschool, college classes, local day care boards, staff, parents, and planners.

Taylor, Barbara J. A CHILD GOES FORTH. Provo, Utah: Brigham Young University Press, 1973.

Source book of creative ideas and workable concepts for teaching of young children. There should be a group interaction time and an individual exploration. Language skills are so important and this book suggests methods by which the child hears, uses and understands the spoken work and is encouraged to ask questions, suggest solutions and express ideas.

Taylor, Barbara J. WHEN I DO, I LEARN. Provo, Utah: Brigham Young University Press, 1974.

This book was written to help adults recognize the value and excitement of using spontaneous, natural events to help young children discover their world. It includes ideas to guide each child as he gets to know himself; as he discovers animals, plants and water; as he learns to appreciate color, music, language and books; and as he learns about the relationship between parts and the whole and gains the ability to classify.

Todd, Vivian Edmiston and Helen Heffernan. THE YEARS BEFORE SCHOOL - Guiding Preschool Children. New York: MacMillan Company, 1970.

This book takes a comprehensive look at the preschool child. There is a section on curriculum for the preschool child. It covers many areas of development and activities for the preschool child.

VanLoon, Eric E. ed. PERSPECTIVES ON CHILD CARE. National Association for the Education of Young Children.

Gives perspective to national debate on need for major investment of federal funds in child care legislation. Need, cost, legislation, and standards are the topics.

Yardley, Alice. SERIES: YOUNG CHILDREN LEARNING. New York: Citation Press, 1973.

This series is designed to express as clearly as possible current educational theory - the ways in which children develop and learn. Factual examples from classroom situations. A source of guidance for teachers, parents and students.

The Series includes:
- "The Teacher of Young Children"
- "Discovering the Physical World"
- "Senses and Sensitivity"
- "Reaching Out"
- "Exploration and Language"

FILMS

AS THE TWIG IS BENT. 20 minutes, b/w. U.N. Media Center

Emphasizes that the years before children enter school are the important ones for developing the proper intellectual stimulation and readiness for school. The importance of parental attitude and responsibilities are also discussed.

BIG PEOPLE, LITTLE PEOPLE. 9 minutes, color. U.N. Media Center.

Designed to encourage feelings of identify, to define to the child a concept of himself as a child and to show him his need for adults as he is growing up, the film is fantasy in which children run the Big City. The story is authentically based on the ideas of children's life games which are very familiar to them and which they have no trouble accepting as "real". In the midst of the busy "working" day, the moment of truth for the child viewer to consider is posed in the film in the moving, wistful view of an unoccupied playground. The film concludes with the children sending away for Big People to take over the work of the community while they return to their "child sized" pursuit.

BUBBLE, BUBBLE, TOYS AND TROUBLE. 10 minutes, color. Modern Talking Pictures.

This film evaluates what is "good and bad" in children's toys. Child actors are seen playing with toys which are appropriate to their ages. A witch, making the "world's worst" toys with small parts, sharp points and edges, and toxic substances is also featured.

EARLY EXPRESSIONISTS. 15 minutes, color. Modern Talking Pictures.

Delightful film of two to four year old children recording their spontaneous and rhythmic movements with various art media.

EMBRYOLOGY OF HUMAN BEHAVIOR. 28 minutes, color. Chicago: International Film Bureau, Inc.

Based on the work of Arnold Gesell, M.D. and associates, Yale University and Gesell Institute.

Dr. Gesell's narration explains the concepts underlying a clinical science of child development. The beginnings and early patterns of human behavior are described.

"The central message of this film - that behavior develops through patterned, predictable and observable stages - will be useful to parents, students, teachers, child care organizations, and professional people. An understanding of infancy provides an essential basis to full understanding of human behavior.

FIRST FRIENDS. 22 minutes, color. Chicago: International Film Bureau, Inc.

FIRST FRIENDS reveals the transitions the preschool child goes through in becoming a member of the group. FIRST FRIENDS shows how a group of children, with the usual individual differences, learn to relate to others, adjust to the needs of others, and discover gratification in this process.

FOUR AND FIVE YEAR OLDS IN SCHOOL. 35 minutes, b/w. Modern Talking Pictures.

The differences and overlap in the development of these two age groups. The film portrays largely mid-class children.

FOUR CHILDREN. 20 minutes, b/w. Modern Talking Pictures.

An intimate look at the children and the homes that influence them.

HEAD START TO CONFIDENCE. 20 minutes, b/w. Modern Talking Pictures.

The film illustrates the vital need for every child to have a sense of his own importance and worth as a person.

I WALK WITH A CHILD. 13 minutes, color. Modern Talking Pictures.

Discussion by Congressman Andrew Jacobs of Indiana of the law and order concept as it relates to preschool education.

THE LITTLE ENGINE THAT COULD. 11 minutes, color. I 37-X. State Department of Health.

Teaches us that there are many things we can do if we only say "I think I can."

OPERATION HEAD START. 28 minutes, b/w. Modern Talking Pictures.

Film includes a sampling of the activities necessary for a good Head Start Program such as guidance for the child's social, emotional, and intellectual growth.

PLAMOUR STREET. 27 minutes, b/w. Modern Talking Pictures.

A film for training Head Start Staff. This film shows the influence that parents have on the mental and emotional development of their children.

PRINCIPLES OF DEVELOPMENT. 17 minutes. C 42. State Department of Health.

Outlines the fundamentals of growth from early infancy through the period of childhood and defines the six basic principles of human development. The many variables which make each child different from every other one are considered.

SETTING THE STAGE FOR LEARNING. 22 minutes, b/w. U.N. Media Center.

An experiment in which children are urged to play in a sandbox without tools or toys, only sand, is contrasted with familiar situations in which teachers offer rich learning experiences.

TAKING A RUNNING START. 16 minutes, color. Modern Talking Pictures.

Story about a local community Head Start Project in West Virginia.

FILMSTRIPS

CHILD DEVELOPMENT AND CHILD HEALTH SERIES...LOVE AND IDENTITY. 5 color filmstrips, 12" LP record or 3 cassettes, discussion guide, 5 audio script booklets. Parents' Magazine Films, Inc.

1) The Subject is Love
2) The Need for Attention
3) Food and Love: Food Misunderstood
4) Love and Independence
5) The Oedipal Phase

LOVE AND IDENTITY shows how the young child's need for love is as great and as acute as a child's physical needs. Affection, clearly and warmly given, is a requirement for the young child's healthy emotional and psychological growth. Almost every adult action toward a child during infancy and toddlerhood is interpreted by the child in terms of the receipt of affection or the lack of affection.

CHILD DEVELOPMENT AND CHILD HEALTH SERIES...PLAY AND SELF-EXPRESSION. 5 color filmstrips, 12" LP record or 3 cassettes, discussion guide, 5 audio script booklets. Parents' Magazine Films, Inc.

1) The Importance of Play
2) Play and Learning About Oneself
3) Play and Learning About the World
4) Play and Parent/Child Relations
5) Play and Peer Relations

PLAY AND SELF EXPRESSION demonstrates the importance of play to a young child's emotional and intellectual growth. This set of filmstrips suggests ways in which adults can encourage expression and socialization through play and how play can permit the child to better understand feelings and attitudes about himself and about others.

Play is essential to the healthy development of self expression, creativity, learning and socialization. Any adult who works with or cares for children will gain insight in how to help the child enjoy playtimes by providing a stimulating and satisfying learning environment.

INFORMATION UNIT - EARLY CHILDHOOD PROGRAMS...HOW TO SELECT AND EVALUATE MATERIALS. 8 filmstrips. 4 cassettes. New York: EPIE Institute.

Model units for setting up early education programs are examined:
1) Introduction/Engelmann-Becker
2) Cognitive Curriculum
3) Behavior Analysis Model
4) Open Education Model
5) Darcee
6) Tucson
7) Responsive Program
8) Bank Street Model

This filmstrip is intended to help you prepare for and carry out analysis of early learning models in relation to your local needs and resources, with a view to selecting the best learning model for your purposes.

EVERYDAY PROBLEMS OF YOUNG CHILDREN. 5 color filmstrips, record or cassettes, discussion guide and audio script booklets. Parents' Magazine Films, Inc.

1) When Children Disobey
2) When Children Are Aggressive
3) When Children do Worrisome Things
4) When Children Are Afraid
5) When Children Begin School

EVERYDAY PROBLEMS OF YOUNG CHILDREN will help adults identify types of behavior, the probably reasons for these actions and ways to handle problem situations. Problem behavior is examined in children from ages 2 - 7. These behaviors occur at varying ages depending upon individual traits of each child.

HUMAN DEVELOPMENT: 2½ TO 6 YEARS. 8 filmstrips, 8 records, teacher's manual. Costa Mesa, California: Concept Media.

This filmstrip series examines the research and theories with answer to questions such as: How do these changes take place?; How do they differ from child to child?; How are they influenced by a child's environment?; What can adults do to foster a child's optimal development? The purpose of this series is to help adults better understand the development, needs and emotions of preschool age children.

1. Part 1 - Physical Growth and Motor Development
2. Part 2 - Physical Growth and Motor Development
3. Language Development

4. Intelligence, I.Q. and Environment
5. Cognitive Development
6. Sex Differences and Socialization
7. The Role of Play in Development
8. The World As I Feel It!

SAFE-TOY ENVIRONMENTS. Filmstrip, cassette. New York: J.C. Penney Co., Inc.

Toys are a part of most play environments. This filmstrip and cassette discusses toys as fundamental to a child's physical, sensory, mental, emotional, and social growth befause they stimulate and inspire a variety of activities. Selection and evaluation of toys with safety in mind are emphasized.

UNDERSTANDING EARLY CHILDHOOD SERIES. Filmstrip. Color. Record. State Department of Health.

Prepared under the supervision of the Editors of Parents' Magazine, a child development series:

1) *How An Average Child Behaves Ages One Through Five* (5 filmstrips with 12" record)
2) *The Development of Feelings in Children* (5 filmstrips with 12" record)
3) *The Child's Point of View* (5 filmstrips with 12" record)
4) *Preparing the Child for Learning* (5 filmstrips with 12" record)
5) *The Child's Relationship With the Family* (5 filmstrips with 12" record)

UNDERSTANDING EARLY CHILDHOOD...AGES 1 THROUGH 6 - THE CHILD's POINT OF VIEW. 5 color filmstrips, record or cassettes, discussion guide and 5 audio-script booklets. Parents' Magazine Films, Inc.

1) When Fantasy is Reality
2) The World is Alive
3) It Happened On Purpose
4) What's in a Name?
5) Communication is an Investment

This reminds parents that the young child's perspective is fundamentally different from a grownup's, and how important it is for adults to understand the child's point of view. There will be constant problems of communication between adult and child unless the parent understands the child's perspective.

UNDERSTANDING EARLY CHILDHOOD...AGES 1 THROUGH 6 - THE CHILD'S RELATIONSHIP WITH THE FAMILY. 5 color filmstrips, record or cassettes, discussion guides and 5 audio-script booklets. Parents' Magazine Films, Inc.

1) How a Child Sees Himself
2) Dependence Versus Independence
3) The Parent is a Teacher
4) Forcing the Child to Fail
5) Learning From Our Children

Deals with the importance of the child's early relationship with family members in shaping the child's personality. This set demonstrates how parents and those who work with children can best relate to children in a family situation. It shows how the child's view of himself and of the world is fundamentally shaped by the way his parents treat him; the significance of the growing child's need to trust family members and how that trust, developed at an early age, will permit the child to reach out for new experiences, to seek and to explore the challenges of life.

UNDERSTANDING EARLY CHILDHOOD...AGES 1 THROUGH 6 - THE DEVELOPMENT OF FEELINGS IN CHILDREN. 5 color filmstrips, record or cassettes, discussion guide and 5 audio-script booklets. Parents' Magazine Films, Inc.

1) How Feelings Grow
2) How to Deal with Fear
3) Love and Joy
4) Anger and Sadness
5) Expressing Feeling

This set of filmstrips traces love, hate and anger as these emotions develop in the young child from the time they appear in the newborn's demand to have his earliest needs satisfied. It explains why expressing the feelings are so important to the child's emotional growth and mental health. It stresses the need for adults to respect the child's feelings and opinions to assure sound personality development.

UNDERSTANDING EARLY CHILDHOOD...AGES 1 THROUGH 6 - PREPARING THE CHILD FOR LEARNING. 5 color filmstrips, record or cassettes, discussion guide and 5 audio-script booklets. Parents' Magazine Films, Inc.

1) How An Infant's Mind Grows
2) How the Young Child's Mind Grows
3) How Language Grows
4) Learning Every Day
5) Where Can A Young Child Learn?

This set presents the developing child's capacity for learning at various stages of growth. They show how the child can be aided in learning language, solving problems and in understanding concepts of time, numbers and space through everyday interaction with adults. There is no way to stop children from learning; everything is a source that contributes to their growth and development.

CARING FOR CHILDREN
SCHOOL AGE

BOOKS

Lambert, Clara. UNDERSTANDING YOUR CHILD - FROM 6 TO 12. The Public Affairs Committee, May 1974.

These years are often called the "forgotten years of childhood". It explains this age child with reference to each year and the characteristics found in each.

Smart, Mollie S. and Russell C. Smart. CHILDREN - Development and Relationships. New York: MacMillan Publishing Co., Inc., 1972.

The purposes of this book are threefold: to give basic information to students preparing for professional work with children, to map out the field and kindle the interest of students planning to specialize in child development and contribute to the reader's liberal education by adding to the knowledge of man.

Areas covered within this book include infancy, the preschool child, the school-age child and the adolescent. The total development within each of these areas is discussed.

YOUR CHILD FROM 6 TO 12. Children's Bureau Publication. U.S. Department of Health, Education and Welfare, 1972.

This pamphlet is for mothers and fathers who are both blessed and bewildered by their 6 to 12 year old children. It cannot promise to give sure answers to all their questions that may arise in daily family life. But it does bring together, in a practical, easy-to-read way, the chief results of the research and observations of a large body of scientists who specialize in studying children and their families.

FILMS

FROM TEN TO TWELVE. 26 minutes. C 26. State Department of Health.

Ten to twelve year olds are young, independent individuals, sometimes responsible, often discerning, with deep currents of feeling often concealed. In the Jones family we see how much a normal part of their growth and development the conflicting behavior of pre-teens actually is.

PEERS IN MIDDLE CHILDHOOD. 23½ minutes, color. Chicago: International Film Bureau, Inc.

Middle childhood is a time of competition, challenges, and problem solving. The film points out how the peer group challenges, encourages and helps, but each child must establish his or her own identify within the group.

READY FOR SCHOOL. 18 minutes, color. C 45. State Department of Health.

Bringing up a child so that he is ready for school.

TIME OF THEIR LIVES. 29 minutes, b/w. U.N. Media Center.

Depicts the daily activities in a Kindergarten classroom. Pictures children as they learn to live together -- painting, building with blocks, square dancing, resting, telling stories, and listening to stories.

CARING FOR CHILDREN
ADOLESCENTS

BOOKS

Channels, Vera G. EXPERIENCES IN INTERPERSONAL RELATIONSHIPS. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1975.

The purpose of this book is to help the reader to develop self-understanding and interpersonal relationships which are healthy, enjoyable and rewarding; examine his view of himself and accept himself as he is; understand and accept other people; communicate effectively and deal with problems and conflicts in a creative way; grow and improve in his ability to analyze what he does; learn what alternative options are open to him; and make plans for helpful changes.

Gesell, Arnold, Frances L. Ilg and Louise B. Ames. YOUTH - THE YEARS FROM 10 TO 16. New York: Harper & Brothers, Publishers, 1956.

This book is based upon first-hand studies of a selected group of normal adolescents. It traces the development of behavior in the setting of home, school and community.

Grinder, Robert E. ADOLESCENCE. New York: John Wiley & Sons, Inc., 1973.

This book is for teachers and others who seek a broad, comprehensive view of development during adolescence.

Kagan, Jerome and Robert Coles, eds. 12 TO 16 - EARLY ADOLESCENCE. New York: W. W. Norton & Co., Inc., 1972

This book covers such topics as the tempo of physical maturation, the social characteristics of early adolescence, the discovery of self, the growth of political awareness and the young adolescent in family and school environments.

Kohen-Raz, Reuven. THE CHILD FROM 9 TO 13. Chicago: Aldine - Atherton, 1971.

This book offers new insights into the problems of both normal and disturbed children in the period between the end of childhood and the beginning of puberty.

Smart, Mollie S. and Russell C. Smart. CHILDREN - Development and Relationships. New York: MacMillan Publishing Co., Inc., 1972.

The purposes of this book are threefold: to give basic information to students preparing for professional work with children, to map out the field and kindle the interest of students planning to specialize in child development and contribute to the reader's liberal education by adding to the knowledge of man.

Areas covered within this book include infancy, the preschool child, the school-age child and the adolescent. The total development within each of these areas is discussed.

FILMS

THE AGE OF TURMOIL. 20 minutes. 011. State Department of Health.

This film focuses on the behavior that reflects the emotional turmoil of the early adolescent period from 13 to 15 years. Different personality types have been selected to illustrate this age of changing moods, insecurity, daydreaming, rebellion, apathy, aggressiveness, noisiness, and need for approval. Many scenes are set in the home, showing various parental reactions to typical behavior situations.

BLAME GAME. 20 minutes, color. K 128. State Department of Health.

This film is an addition to "Guidance for the 70's." Most of us are so busy blaming others for their behavior that we're trapped in a game no one can win: "The Blame Game." Four teenagers, working with counselor David Whiteside, try to "translate" their blame messages into "I language". To do this, they must express their feelings to the "problem person" without using the word "you". Though it's difficult, they manage the skill with a lot of laughter and good feeling along the way. They discover "I language" is a good way to begin creating a positive relationship in a problem situation. "I language" has two parts: an honest expression of "how I feel right now" and an honest expression of "what I want in a continuing relationship".

GUIDANCE FOR THE 70'S: KIDS, PARENTS, AND PRESSURES. 16 minutes, color. K 43. State Department of Health.

Teenagers attending a PACE seminar identify some of the everyday pressures and tensions that confront them. The problems are real -- ones with which most teen viewers and parents of teens are dealing today.

GUIDANCE FOR THE 70'S: SELF-ESTEEM. 18 minutes, color. K 44. State Department of Health.

A group of teenagers meet with PACE Concept instructors to learn about self-esteem and how to build it. Positive self-talk is the tool to use to build a better feeling about yourself. How you talk about yourself is how you see yourself.

GUIDANCE FOR THE 70'S: WHO'S RESPONSIBLE? 18 minutes, color. K 45. State Department of Health.

"I'm the cause of my own effects." This is a difficult concept for many to accept; most people prefer to "blame" others or environment for what happens to them. 'What happens to you is under your own control to a very great extent."

HOW DO PARENTS AND TEENS RELATE? 30 minutes, b/w. U.N. Media Center.

Questions adolescents ask and questions parents ask are explored in this presentation. Guidelines to better understanding are presented. This is Program #3 of the Dial C-12-18 for Family Understanding series.

I JUST DON'T DIG HIM 11 minutes, b/w. U.N. Media Center.

Dramatizes the problem of communication between father and son. When fourteen-year-old Ken comes home very late one night, he and his worried father have an argument. The events of the following day subtly suggest how father and son can learn to accept each other more realistically as individuals with strengths and weaknesses. Written in the teenager's language with an awareness of his resentments, angers, and needs, this open-ended film does not lecture, but helps focus discussion on such timely subjects as the generation gap and the teenager's search for identity and independence.

JIMMY. 29 minutes,b/w. U.N. Media Center.

Tells the story of a high school sophomore who decides to drop out of school. Documents his discussion with his guidance counselor, the neighborhood employment center staff, his teachers and his friends.

KINSHIPS. 12 minutes, color. K 120-X. State Department of Health.

An excellent "vignette" film concerning parent/teenager relationships. It shows how parents see their children and how the children feel about it.

MAKING A DECISION IN THE FAMILY. 8 minutes. I 38-X. State Department of Health.

When a teenager declares preference for going to a gathering of her friends rather than to a party on some evening, she runs into flat refual from her parents. The parents' insistence of having their decision followed results in a clash of wills.

MOM, WHO WON'T YOU LISTEN? 13 minutes, color. K 86. State Department of Health.

A film discussing how young people can get parents to listen and respond. When you have trouble getting your parents to listen to you, what can you do about it?

NO REASON TO STAY. 29 minutes, b/w. U.N. Media Center.

Dramatizes some of the classroom procedures and administrative indifferences which contribute to the lack of interest on the part of students and which can lead to their dropping out of school. Portrays a boy with excellent ability who becomes weary of school and loses motivation and interest. Suggests also that many students leave school mentally and emotionally quite early, but remain in school only because of the implications concerning future jobs.

PUTTING YOURSELF TOGETHER (Guidance for the 70's). 20 minutes, color. K 135. State Department of Health.

In this documentary film, two teenagers and counselor Daniel Whiteside take a close look at how to think your way past the put-downs or problems that often weaken your self-image. The give and take between the three draws us into the film and challenges us all to start taking control of this part of our lives. Instead of building a positive self-image, most of us simply reflect what others expect of us. The formula to use to begin putting yourself together is in the form of three questions: 1) What have I been doing up to now in this situation? 2) What am I doing right now? 3) What could I do differently in the future to get what I want? This prethinking helps a lot the next time the situation comes up and it's a lot easier to recall and evaluate your actions than it is to get in touch with what you're really feeling under pressure. The key phrase to keep in mind while maintaining a positive self-image is: ACT, DON'T REACT.

TO BE A PERSON. 19 minutes, color. U.N. Media Center.

In this film we try to identify with the young person who is seeking her identity or his place in the sun. Youth is fascinated with person-hood, and coming to grips with it marks a giant step towards maturity.

WALLS AND WINDOWS. 13 minutes, color. K 121. State Department of Health.

Four vignettes in this film which deal with communication values, especially between parents and teenagers. Relates to how they listen to each other or do not listen.

WHAT IS COMMUNICATION? 30 minutes, b/w. U.N. Media Center.

This presentation first defines communication processes and then illustrates ways in which adolescents communicate with self, peers, parents and other adults. This is Program 2 of the "Dial C-12-18 for Family Understanding" series.

WHAT IS A TEENAGER? 30 minutes, b/w. U.N. Media Center.

This presentation attempts to dispel some of the misconceptions about adolescence and to introduce an understanding of this stage of physical and psychological development. This is Program 1 of the "Dial C-12-18 for Family Understanding" series.

CARING FOR CHILDREN
SPECIAL NEEDS

BOOKS

Barsch, Ray H. THE PARENT TEACHER PARTNERSHIP. The Council of Exceptional Children, 1969.

This is a book for parents and teachers sharing the common obligation to optimize the development of the special child. It covers such areas as The Special Education PTA, The Referral Process, The Expectations of the Parents, The Parent as a Perceiver, The Parent as a Learner, The Parent as a Teacher, and The Parent Program: An Action Outline.

Baumgartner, Bernice B. HELPING THE TRAINABLE MENTALLY RETARDED CHILD. New York: Teacher's College Press, Columbia University, 1960.

This is a handbook for teachers, parents and administrators on training the mentally retarded child.

Blatt, Burton and Frank Garfunkel. THE EDUCABILITY OF INTELLIGENCE - PRESCHOOL INTERVENTION WITH DISADVANTAGED CHILDREN. The Council of Exceptional Children, 1969.

This book is concerned with some ways in which intervention into the preschool and early school lives of lower class children reduces the liklihood that such children will develop intellectual and academic deficits.

Brown, Diana L. DEVELOPMENTAL HANDICAPS IN BABIES AND YOUNG CHILDREN - A Guide for Parents. Springfiled, Illinois: Charles C. Thomas, 1972.

This text is written in terms that all parents will be able to understand. It outlines the major causes and characteristics of brain damage, and discusses several developmental problems and primary handicapping conditions as well as some ways in which they might be prevented.

Cappelluzzo, Emma M. GUIDANCE AND THE MIGRANT CHILD - Guidance Monograph Series. Boston: Houghton Mifflin Company, 1971.

This book provides an insight into the culture and behavior of migrant children that will aid those who would intervene to assist them.

Intended for counseling purposes.

Carver, John N. and Nellie Enders Carver. THE FAMILY OF THE RETARDED CHILD. Syracuse, New York: Syracuse University Press, 1972.

Designed to describe a family life before and after placement of the child in a state facility. Three crucial times for the parents are discussed: at the time of discovery; going away to the training school; and subsequent experiences.

Dashe, Marilyn, ed. CHILDREN WITH SPECIAL PROBLEMS: A MANUAL FOR DAY CARE CENTERS. Washington, D.C.: Day Care and Child Development Council of America, Inc., August 1972.

These guidelines are written to assist day care directors and staffs in the proper selection and placement of children with special problems into day care centers. The special problems of children may be divided into four broad categories: developmental delays, orthopedic and medical problems, speech and hearing problems and visual impairment.

Dorward, Barbara. TEACHING AIDS AND TOYS FOR HANDICAPPED CHILDREN. The Council of Exceptional Children, 1960.

This manual describes the construction and use of teaching aids and toys and gives teachers ideas for developing similar materials suitable for their needs. These toys may be used with the brain injured, mentally retarted, and multiply handicapped children.

DIRECTORY FOR EXCEPTIONAL CHILDREN, 7th Edition. Boston: Porter Sargent Publisher, 1972.

A listing of Educational and Training Facilities for exceptional children.

DIRECTORY OF AUDIOVISUAL TRAINING MATERIALS - Handicapped Children in Head Start Series. Reston, Virginia: The Council for Exceptional Children, June 1974.

This book contains annotated listings of audiovisual training materials related to the education and care of young handicapped children.

Faas, Larry A. THE EMOTIONALLY DISTURBED CHILD. Springfield, Illinois: Charles C. Thomas Company, 1970.

This is a book of readings covering the emotionally disturbed child.

Faber, Nancy W. THE RETARDED CHILD. New York: Crown Publishers, Inc., 1968.

A practical guide to the important recent advances in the care and rehabilitation of the mentally handicapped child.

Goldstein, Joseph, Anna Freud, and Albert J. Solnit. BEYOND THE BEST INTERESTS OF THE CHILD. New York: The Free Press, 1973.

This book offers the way for an entirely new standard for child placement. The authors have shifted the aim from the traditional concept of merely "doing good" to that of also minimizing harm. The authors recommend that the child have the right to be represented by his own counsel; in divorce cases, let the parent who wins custody of the child determine the other parent's involvement; and make all child placements as permanent as the placement of a newborn with his biological parents.

The object of the guidelines is to assure each child a chance to be a member of a family wherein he will feel wanted and where he can have the opportunity to receive and return affection, and to express anger and to learn to manage his affection.

Hainsworth, Peter and Cynthia Gilles. PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS - A Guidebook to Program Development in Public Schools. Boston: New England Special Education Instructional Materials Center, Spring 1973.

This guidebook was developed to assist professionals and laymen to initiate or improve programs which provide extra assistance for young children with special needs in the public schools.

Heath, Earl J. THE MENTALLY RETARDED STUDENT AND GUIDANCE - Guidance Monograph Series. Boston: Houghton Mifflin Company, 1970.

The Special Education Program needs the services and skills of the school counselor to provide a well-rounded program. This book guides the counselor about the mentally retarded child.

Hilsheimer, George Von. HOW TO LIVE WITH YOUR SPECIAL CHILD. Washington, D.C.: Acropolis Books.

This is a handbook for behavior change with fundamental facts and new approaches for working with the special child.

Hodges, Walter L., Boyd McCandless, Howard Spicker, and Isabel S. Craig. DIAGNOSTIC TEACHING FOR PRESCHOOL CHILDREN. The Council for Exceptional Children, 1971.

Children with similar defects are grouped for instructional purposes and taught with the diagnostically based curriculum.

HOW TO ORGANIZE AN EFFECTIVE PARENT GROUP AND MOVE VUREAUCRACIES. Published by Co-Ordinating Council for Handicapped Children, 1971.

This booklet is written specifically for parents of handicapped children and their helpers to show them how to move bureaucracies and get better services for their children.

Hyatt, Ralph and Norma Rolnick, eds. TEACHING THE MENTALLY HANDICAPPED CHILD. New York: Behavioral Publications, Inc., 1974.

This book is a collection of writings by various authors dealing with the mentally handicapped child. Subjects discussed include child development, behavior modification, acquisition of language, movement, and music and art therapy techniques adapted for special education and several other areas.

Jones, Reginald L., ed. PROBLEMS AND ISSUES IN THE EDUCATION OF EXCEPTIONAL CHILDREN. Boston: Houghton Mifflin Company, 1971.

This is a book of readings on the following areas: Gifted, Mentally Retarded, Visually Handicapped, Speech & Hearing Impaired, Emotionally Disturbed, Learning Disabled and then general problems and issues in the field of exceptional children.

Karnes, Merle B. HELPING YOUNG CHILDREN DEVELOP LANGUAGE SKILLS: A Book of Activities. Arlington, Virginia: The Council for Exceptional Children, 1973.

Activities developed for use with small groups of disadvantaged preschool children. They can be adapted for use with larger groups of more advantaged children or small groups of older children who are mentally retarded or have severe learning disabilities.

Kempe, C. Henry and Ray E. Helfer. HELPING THE BATTERED CHILD AND HIS FAMILY. Philadelphia: J. B. Lippincott Company, 1972.

This book has three primary objectives: 1) to suggest a child abuse treatment program which, if implemented, should prove helpful in either the large or small community; 2) to demonstrate that many people of a variety of backgrounds and experiences can be helpful both to the abused child and his family; 3) to provide these individuals with a practical "how to" and "what-to-do" approach to the many problems that arise when one attempts to provide this help.

Kent, Louise R. LANGUAGE ACQUISITION PROGRAM FOR THE SEVERELY RETARDED. Illinois: Research Press, 1974.

The Language Acquisition Program is designed to teach a language system to severely retarded children. Though structured primarily for oral administration with hearing, sighted, severely retarded children, it has also been used successfully with children diagnosed as visually handicapped, hearing handicapped, autistic, emotionally disturbed, aphasic, or brain damaged. The content of the program consists of a variety of tasks which are sequenced according to presumed difficulty and partially individualized for any particular child.

Kirk, Samuel A. EDUCATING EXCEPTIONAL CHILDREN. Boston: Houghton Mifflin Co., 1972.

This book covers the basic areas of educating exceptional children.

Klibanoff, Susan and Elton. LET'S TALK ABOUT ADOPTION. Boston: Little, Brown & Company, 1973.

This book covers the entire process of adoption.

Kline, Draza and Helen-Mary Forbush Overstreet. FOSTER CARE OF CHILDREN. New York: Columbia University Press, 1972.

This book presents the basic principles, processes and procedures of the placement of children that have been uprooted from their families.

Linde, Thomas F. and Thusnelda A. Kopp. TRAINING RETARDED BABIES AND PRE-SCHOOLERS. Springfield, Illinois: Charles C. Thomas, 1973.

This book is designed to be used for children ranging in age from one day to six years. It sets forth extensive, specific procedures for shaping basic perceptual, motor and social skills.

Love, Harold D. EDUCATING EXCEPTIONAL CHILDREN IN A CHANGING SOCIETY. Springfield, Illinois: Charles C. Thomas, 1974.

This book is basically about children who are exceptional, but who still function in our society with the help of many people. It deals with children who have mental and physical problems as well as with children who are intellectually gifted and need special attention to develop their talents.

MacCracken, Mary. A CIRCLE OF CHILDREN. Philadelphia: J. B. Lippincott Co., 1973.

This is a book about children who are not sure who they are, who have great difficulty with language, whose behavior is sometimes bizarre, and who are emotionally disturbed. This is also a story of a woman - Mary MacCracken - who listens to these children and helps them work out their problems.

Moffat, Samuel. HELPING THE CHILD WHO CANNOT HEAR. Public Affairs Pamphlet No. 479. 1972.

This pamphlet is designed for parents whose child suffers a major hearing handicap. It deals with such questions as "How many children can't hear?" "What causes impaired hearing?"; and discusses prevention, counseling, early recognition, danger signals, diagnosis, medical treatment and training.

Mott, Mary. TEACHING THE PRE ACADEMIC CHILD. Springfield, Illinois: Charles C. Thomas - Publisher, 1974.

This book contains activities for children who display difficulties of processing information. It is a handbook written for preschool teacher, teachers of physically handicapped, deaf, hard of hearing, visually impaired, emotionally disturbed, mentally retarded and any teacher of a classroom where pre-academic skills are taught.

Orem, R. C., ed. MONTESSORI FOR THE DISADVANTAGED. New York: G. P. Putnam's Sons, 1967.

This book applies the principles of Montessori to children from the lower social class and culturally deprived children.

Pattemore, Arnel W. ARTS AND CRAFTS FOR SLOW LEARNERS. The Instructor Publications, Inc., 1969.

The purpose of this booklet is to suggest successful projects which have been used in special education art classes and to assist teachers in planning a worthwhile program. The art program should be a challenge and have certain achievement for each and every child.

Raymond, Louise. ADOPTION AND AFTER. New York: Harper & Row, Publishers, 1974.

This is an informative book about the process of adoption.

Reynolds, Mayard C., ed. EARLY SCHOOL ADMISSION FOR MENTALLY ADVANCED CHILDREN. The Council for Exceptional Children. 1962.

This book discusses early admission of the gifted children to kindergarten.

Rister, Anne. TRAINING OF NONPROFESSIONALS IN EARLY CHILDHOOD CENTERS - Handicapped Children in Head Start Series. Reston, Virginia: The Council of Exceptional Children, June 1974.

Schattner, Regina. AN EARLY CHILDHOOD CURRICULUM FOR MULTIPLY HANDICAPPED CHILDREN. New York: The John Day Company, 1971.

Presents a specially designed curriculum to be used by those who teach and work with the multiply handicapped child who is capable of taking part in a school program.

Content includes: identification of the multiply handicapped child; description of the physical plant, the staff, and the program; language development, arithmetic, and an introduction to the tool subjects; curriculum of daily activities; blind child and the partially sighted child; an appendix of activities, games, projects, and resources.

Smith, Donald C. PERSONAL AND SOCIAL ADJUSTMENT OF GIFTED ADOLESCENTS. The Council of Exceptional Children, NEA. 1962.

This is a research study on gifted adolescents.

Spock, Benjamin and Marion Lerrigo. CARING FOR YOUR DISABLED CHILD. New York: MacMillan Company, 1965.

This is a comprehensive guide to all the aspects of caring for handicapped children.

Stein, Sara Bonnett. ABOUT HANDICAPS. New York: Walker and Company.

An open family book for parents and children together.

Stuecher, Uwe. TOMMY: A TREATMENT STUDY OF AN AUTISTIC CHILD. Arlington, Virginia: The Council for Exceptional Children, 1972.

This book covers behavior of the autistic child. It is a case history of a boy - Tommy.

Sweeney, Thomas J. RURAL POOR STUDENTS AND GUIDANCE - Guidance Monograph Series. Boston: Houghton Mifflin Company, 1971.

This book discusses the rural student and what can be done to benefit them.

Intended mainly for counseling purposes.

Syphers, Dorothy F. GIFTED AND TALENTED CHILDREN: PRACTICAL PROGRAMMING FOR TEACHERS AND PRINCIPALS. The Council for Exceptional Children, 1972.

This book is designed to give a brief overview of some current thought on education of the gifted which has grown out of research and practical experience. Areas covered include identifying the gifted, and principal's leadership, teacher's roles, grading practices, and productive classrooms.

Thiagarajan, Sivasailam, Dorothy S. Semmel and Melvyn I. Semmel. INSTRUCTIONAL DEVELOPMENT FOR TRAINING TEACHERS OF EXCEPTIONAL CHILDREN - A Source Book. Reston, Virginia: The Council for Exceptional Children, 1974.

This book is a source of ideas and procedures for the development and dissemination of instructional materials for teacher preparation programs. It focuses on needs in the field of special education.

UTILIZING RESOURCES IN THE HANDICAPPED SERVICES FIELD: A DIRECTORY FOR HEAD START PERSONNEL - Handicapped Children in Head Start Series. Reston, Virginia: The Council for Exceptional Children, June 1974.

This is a guide to assist in locating existing resources for preschool handicapped children.

WORKING WITH FAMILIES: A MANUAL FOR DEVELOPMENTAL CENTERS - Handicapped Children in Head Start Series. The Council for Exceptional Children, June 1974.

This manual assists in encompassing the parents as valuable members of the child's training team. It also offers a variety of strategies and resources for working with parents.

FILMS

CHILDREN WITHOUT. 30 minutes, b/w. U.N. Media Center or Modern Talking Pictures.

A documentary film which describes special needs of inner-city children in a "Disadvantaged area" and how one school is attempting to meet these needs through changes in curriculum, special selection and training of teachers, additional after-school opportunities, and contact with parents through field trips, courses and visits by social workers.

EARLY RECOGNITION OF LEARNING DISABILITIES. 30 minutes, color. U.N. Media Center.

Shows the daily activities of children in kindergarten and first and second grades. Those with learning disabilities stand out vividly. Interviews with parents, teachers and children emphasize the urgent need to recognize and accept learning disabilities early, provide the extra teaching needed to overcome disabilities in time to reach full educational potential before failure and frustration limit intellectual development, and to get the community to provide the facilities for giving that extra help.

EVAN'S CORNER. 23 minutes, color. U.N. Media Center.

A live-action adaptation of the book by Elizabeth Starr Hill. Evan, a small boy who lives in a crowded urban ghetto, fixes up a corner of his family's two-room flat as a place of his own with a picture, a flower, and a pet. Yet Evan's corner is incomplete until his mother helps him learn one of life's important lessons: to be happy we cannot live alone in a "corner", but must be willing to step out and help others.

FOR THE LIFE OF A CHILD. 14 minutes. C 24. State Department of Health.

Shows various kinds of birth defects and explains treatment. This film was a gift from the National Foundation (March of Dimes).

HOME VISITS URBAN. 15 minutes, b/w. Modern Talking Pictures.

Head Start personnel trying to understand and help the under privileged families and children.

LOOK AT ME. 30 minutes, b/w. Modern Talking Pictures.

Film illustrates specific problems and difficulties faced by teachers of culturally disadvantaged children...in this case children of Mexican-American migrant farm workers.

MASK OF THE PIED PIPER. 20 minutes, color. F 38. State Department of Health.

Prepared by the National Cystic Fibrosis Research Foundation, This film follows a child's day-by-day experiences as the parents seek medical help.

MODERATE RETARDATION IN YOUNG CHILDREN. 42 minutes. T 13. State Department of Health.

Demonstrates behavioral functioning of children with moderate retardation (55 to 75 I.Q. range). The children are seen in various individual and group activities which point out some of the similarities and differences between retarded and average individuals. Seven children in the group are followed intensively, showing their development levels on several tasks. Early education teachers, case workers, pediatricians, and lay audiences.

PORTRAIT OF A DISADVANTAGED CHILD. 27 minutes, b/w. Modern Talking Pictures.

A film for training Head Start Staff. The film brings the audience face to face with the reality of a day in the life of a slum child.

REPORT ON DONALD. 20 minutes. T 16. State Department of Health.

The problems of the stutterer are treated and these difficulties are analyzed with suggestions for control Junior, Senior High, parents, teachers, and civic groups.

SURVEY OF CHILDREN'S SPEECH DISORDERS. 32 minutes, color. State Department of Health.

Animation and illustrations indicate the processes of learning to talk. Oral communication problems in hearing, cleft palate, cerebral palsy, articulation, and stuttering are demonstrated.

THURSDAY CHILD. 22 minutes. T 18. State Department of Health.

Presents clearly the special problems of teaching children whose muscular control is impaired by brain damage but also creates a visually moving experience.

WE CAN GROW. 13 minutes, color. U.N. Media Center.

How can a child who is crippled or deaf or blind fulfill his capabilities? The answer is positive as we enter into the school life of such children. Against a simple commentary spoken from their point of view, we see these children learning things and playing games that all children do. The film's understated style illustrates how impaired senses or physical abilities can be supported by others and how therapy and other techniques enter into the general learning process.

FILMSTRIPS

BEHAVIORAL AND EMOTIONAL DISABILITIES - Children With Handicaps Series. 5 color filmstrips, record or cassette, and discussion guide. Parents' Magazine Films, Inc.

1) Stepping Stones of Development
2) Severe Disorders
3) The Parents' Role
4) Choosing the Right Therapy
5) Where to Turn

This series takes an overall view of the child with behavioral and emotional disabilities.

EDUCATIONAL AND LANGUAGE DISABILITIES - Children With Handicaps Series. 5 color filmstrips, record or cassette and discussion guide. Parents' Magazine Films, Inc.

1) The Importance of Language
2) When Something Goes Wrong
3) The Key to Progress
4) The Family's Responsibilities
5) The Professionals Who Help

A focus on language disabilities puts educational handicaps in perspective. The behavior of children suffering from these malfunctions is characterized by their actions and reactions to everyday situations. Consequences of language disabilities including loss of intellectual ability, lack of social relationships and problems in school are pointed out.

INTELLECTUAL DISABILITIES - Children With Handicaps Series. 5 color filmstrips, record or cassette and discussion guide. Parents' Magazine Films, Inc.

1) Mental Retardation is...
2) Recognizing the Symptoms
3) Parental Involvement
4) Educational Help
5) Five Types of Services

The retarded child's intellectual ability and difficulty in adapting is discussed in this series of filmstrips. The attitudes and emotions of both the parents and their retarded child are discussed in terms of how they influence intellectual improvement. Also covered is how to find and evaluate agencies to service handicapped children, children suspected of being intellectually disabled and their families.

PHYSICAL DISABILITIES - Children With Handicaps Series. 5 color filmstrips, record or cassette, and discussion guide. Parents' Magazine Films, Inc.

1) Three Different Kinds
2) Special Problems
3) What Can We Do?
4) Diagnosis and Treatment
5) Support Services

The viewer is shown that physical disabilities can retard the child's progress. The viewer learns the causes and the symptoms of a congenital disorder like cerebral palsy, spina bifida and club foot; how obstacles for future development can be brought on by an acquired disability; and the action time encountered by those with a subtle motor handicap. The effect of the physically handicapped child on the family is discussed.

CHILD ABUSE AND NEGLECT - Children In Crisis Series. 5 color filmstrips, record or cassette and discussion guide. Parents' Magazine Films, Inc.

1) A Crippling Disease
2) Discipline Versus Abuse
3) Who is the Abuser...Who, the Abused?
4) How Can We Tell?
5) Treatment and Prevention

Child abuse is defined through an explanation of the types of neglect--physical, medical, educational, moral, and emotional--and their degrees of severity. The viewer is shown that child abuse is a social disease, which can kill, or at the very least affect the later physical and emotional development of its helpless young victims.

DEATH - Children In Crisis Series. 5 color filmstrips, record or cassette, and discussion guide. Parents' Magazine Films, Inc.

1) Dealth as a Reality of Life
2) Expressing Grief
3) Ages of Understanding
4) Explaining Dealth to Children
5) The Importance of Funerals

Because dealth is not a "reality of life" for most children in our society, the death of a family member, friend, or even a much-loved pet, can be a traumatic experience. It is up to adults to help a youngster learn about and understand death gradually.

DIVORCE AND SEPARATION - Children In Crisis Series. 5 color filmstrips, record or cassette, and discussion guide. Parents' Magazine Films, Inc.

1) When Discord Upsets the Family
2) Through the Child's Eyes
3) Telling the Children
4) The Family Apart
5) Accepting the New Lifestyle

A look at the family unit - and the child's place in that unit - help define the effects of divorce and separation, and shows why such a change in the family structure does not have to be emotionally damaging.

ILLNESS - Children In Crisis Series. 5 color filmstrips, record or cassette, and discussion guide. Parents' Magazine Films, Inc.

1) Illness and the Family
2) When a Parent is Ill
3) A Child's Reaction to Illness
4) Going to the Hospital
5) Readjustment to Health

Illness is a disruptive factor in a child's life, whether the illness strikes the child himself or a family member. These filmstrips discuss the important aspects of explaining the illness to the child and other important aspects during the illness.

KURT: A RETARDED CHILD IN THE FAMILY. 12 minutes. Filmstrip with records. T 19. State Department of Health.

Against a background of family life and school scenes a mother talks of her life with her retarded child and her feelings about him. A short, yet poignant story. Kurt is recommended as an introduction to the study of mental retardation and its effects on a family.

PARENT - CHILD RELATIONSHIPS

BOOKS

Arnold, Arnold. YOUR CHILD AND YOU. Chicago: Henry Regnery Company, 1970.

> This book was written to help parents with a concise and coherent approach to problems of child rearing. It deals with such matters as caring for the newborn child, early learning, popular entertainment, rules and laws, rewards and punishment for children from infancy to adolescence.

Auerbach, Aline B. PARENTS LEARN THROUGH DISCUSSION - Principles and Practices of Parent Group Education. New York: John Wiley and Sons, Inc., 1968.

> This book addresses itself to the very important task of aid in the education of parents. Through parent group discussions it is felt that family life will be strengthened and emotional difficulties will be eliminated.
>
> It explains how to plan and organize a parent group, the group education and the role of the leader of the group.

Beer, Ethel S. WORKING MOTHERS AND THE DAY NURSERY. Mystic, Conn.: Lawrence Verry, Inc., 1970.

> Miss Beers deals with the urgent need for more Day Nurseries. She deals with practicalities: organization, functions, goals, personnel, financing and coordination with the community as a whole.

Bernhardt, Karl S., ed. BEING A PARENT - Unchanging Values in a Changing World. University of Toronto Press, 1973.

> Bernhardt has much to say to parents of the seventies. Although times have changed, the fundamental values of human relationships have not. The main purpose of this book is not to tell parents wht to do in the 1970's, but rather to help them think out their own solutions and methods in the light of basic and unchanging values.

Cheavens, Frank. CREATIVE PARENTHOOD. Waco, Texas: Word Books, Publishers, 1971.

This book gives practical suggestions on how to give your children every advantage to become mature, creative individuals. The aim of this book is to give information to parents about the best attitudes and methods of child-rearing.

CHILD CARE HANDBOOK. Washington, D.C.: American Home Economics Association, 1975.

This handbook focuses on the early years. Its aim is to help home economists - teachers, students, business women, homemakers - gain the information required to provide the kind of quality care children need whether in the home, in a child care center, or in a day care family home.

Corsini, Raymond J. and Genevieve Painter. THE PRACTICAL PARENT - ABC's of Child Discipline. New York: Harper & Row, 1975.

THE PRACTICAL PARENT is for normal parents with normal children with normal problems. This book gives parents who are having difficulty handling their children both general and specific advice on how to deal with uncooperative behavior, picky eating, thumb-sucking, bickering, resisting bedtime - problems not difficult enough to call in professionals for, yet hard to live with.

The ultimate solution to problems is found in the rule of reason and common sense. Parents as well as children are considered to have rights.

Dodson, Fitzhugh. HOW TO FATHER. New York: The New American Library, Inc., 1974. (paperback)

This is a comprehensive and useful book on child raising. It is intended for fathers, but it will also be useful for mothers. This book covers infancy through adolescence.

Dodson, Fitzhugh. HOW TO PARENT. New York: The New American Library, Inc., 1970. (paperback)

This is a practical guide to dealing with key problems that the parents and child encounter the first five years. This is a new and exciting approach to child rearing. Many important questions are answered within this book.

Duvall, Evelyn Millis. FAMILY DEVELOPMENT. Philadelphia: J. B. Lippincott, 1971.

This book is designed to equip the professional worker with conceptual tools useful in his or her work with families and to help the experienced worker get a sharper cutting edge on the tools of the profession - teaching, public health work, extension work, community development, etc. This book looks at the developmental stages of the individual family.

FAMILIES AND CHILDREN. Day Care and Child Development Council, 1972.

Identifies the core functions of a family and examines the effects of current social policies and economic trends on these functions and upon the family structure. Themes such as isolation of chilfren from adults and influence of mass media on children are treated in depth. Alternatives for healthy development of families are considered.

Far West Laboratory for Educational Research and Development. A GUIDE TO SECURING AND INSTALLING THE PARENT/CHILD TOY-LENDING LIBRARY. April 1972.

This handbook should make it possible for a group of parents in almost any community to begin the Parent/Child Toy-Lending Library Program. It presents some background information about the program, along with practical suggestions for acquiring the basic materials and beginning to put them into use effectively.

Many good activities and games to make.

Freed, Alvyn. T. A. FOR KIDS and Grown-ups Too! - Transactional Analysis for Everybody Series. Sacramento: Jalmar Press, Inc., 1971.

"T.A. FOR KIDS" is the first of a series to present Transactional Analysis (TA) to boys and girls (and their important grown-ups) in short words and simple phrases. The series, geared to different age and grade levels will enable pupils, their mothers and fathers and their teachers to make sense to each other.

Freed, Alvyn M. T.A. FOR TOTS (AND OTHER PRINZES) - Transactional Analysis for Everybody Series, Sacramento: Jalmar Press, 1973.

T.A. FOR TOTS (AND OTHER PRINZES) is a second book in the series "T.A. for Everybody." "Tots" simplifies for pre-school youngsters the basic ideas of Transactional Analysis. The purpose is to tell children that they are OK. The book is written and illustrated in such a way that it may be read by youngsters or to them by grown-ups. T.A. FOR TOTS is designed to help little boys and girls get acquainted with themselves.

Fremon, Suzanne Strait. CHILDREN AND THEIR PARENTS TOWARD MATURITY. New York: Harper & Row, Publisher, 1968.

This book seeks to help parents of adolescents discover how to convert the war between the generations into a two-way teach-in. It contains new and practical ideas for helping teenagers reach maturity successfully and happy within themselves. This is a practical book full of suggestions for both the parent and the teenager.

Gardner, Richard A. UNDERSTANDING CHILDREN. New York: Jason Aronson, Inc., 1974.

UNDERSTANDING CHILDREN is an outgrowth of Dr. Gardner's work as a practicing child psychiatrist. His book is a mixture of both common sense approaches to child rearing as well as suggesting healthier, more logical, and more practical alternatives that he has found to be useful and may be in the child's best interests. Gardner attempts to rectify what he considers to be misconceptions about childhood.

Ginott, Haim G. BETWEEN PARENT AND CHILD. New York: The MacMillan Company - hardback. Avon Books - paperback. 1969.

The purpose is to help parents identify their goals in relation to children and to suggest methods of achieving those goals. It is a practical guide; it offers concrete suggestions and preferred solutions for dealing with daily situations and psychologocal problems faced by all parents. The book sets forth basic principles to guide parents in living with children in mutual respect and dignity.

Ginott, Haim G. BETWEEN PARENT AND TEENAGER. New York: The MacMillan Company, 1969.

Ginott discusses the relationship between parent and teenager in a most meaningful and easy-to-read manner.

Gordon, Thomas. PARENT EFFECTIVENESS TRAINING. New York: Peter H. Wyden, Inc., 1972.

Dr. Gordon explains his P.E.T. program step-by-step and shows parents how they can raise happier, more responsible and more cooperative children.

Hallett, Kathryn. A GUIDE FOR SINGLE PARENTS - Transactional Analysis for People in Crisis. Millvrae, California: Celestial Arts, 1974.

This book is written for parents who must say good-bye after removal of the other parent through divorce, separation, desertion or death. It is based on the principle of T.A. and how to begin your life over again.

Honig, Alice S. PARENT INVOLVEMENT IN EARLY CHILDHOOD EDUCATION. Washington, D.C.: National Association for the Education of Young Children, 1975.

An up-to-date account of the varieties of programs which work toward a more active involvement of the family with young children in positive interactions and learning experiences. Research, the rights of parents, ways to increase one's sensitivity and skills and an extensive current resource list of materials and ideas are included.

Klein, Carole. THE SINGLE PARENT EXPERIENCE. New York: Walker and Company, 1973.

THE SINGLE PARENT EXPERIENCE is a serious and level-headed appraisal of a rapidly growing social phenomenon. The author examines such issues as separate parenthood from marriage; the male-single parent; adoption; child care; social realities of a single parent; alternative life-style; psychological effects of having a single parent; and creating tomorrow's person.

Lane, Mary B. EDUCATION FOR PARENTING. Washington, D.C.: National Association for the Education of Young Children, 1975.

The author relates many of her experiences in the Nurseries in Cross-Cultural Education (NICE) program to the broader needs of parents and children. Discusses the current status of parent education and provides alternatives for program development. Offers insights and understandings surrounding successful work with parents.

LeMasters, E.E. PARENTS IN MODERN AMERICA. Homewood, Illinois: The Dorsey Press, 1974.

The focus is placed on what happens to fathers and mothers in the child-rearing process, not what happens to the parents. The analysis is centered on the features of American society that parents have to cope with in rearing their sons and daughters.

Lundberg, Christina M. and Veatrice M. Miller. PARENT INVOLVEMENT STAFF HANDBOOK: A Manual for Child Development Programs. Jackson, Mississippi: Mississippi Head Start Training Coordinating Council, June 1972.

This handbook was prepared to meet some of the needs and concerns expressed by parents concerning their role in a quality Head Start program. This book was prepared to help identify some needs and give assistance in building stronger parent component.

Lynn, David B. THE FATHER: HIS ROLE IN CHILD DEVELOPMENT. California: Wadsworth Publishing Company, Inc., 1974.

The author, a developmental psychologist, is one of few such psychologists who has made significant theoretical and research contributions to our understanding of the father's role in the child's socialization, sex-typing, and social adjustment. In this volume he deals directly with such issues and with many other critical problems related to father-child relationships.

Minton, Lynn. GROWING INTO ADOLESCENCE - A Sensible Guide for Parents of Children 11 to 14. New York: Parents' Magazine Press, 1972.

This guide is written to help parents understand their adolescent. It explains how the child feels, how he reacts and how and what the parent can do to make the adolescent years a wonderful time for the child. It is written in a very easy to read style.

Ogg, Elizabeth. PREPARING TOMORROW'S PARENTS. Public Affairs Committee, March 1975.

This pamphlet explains different aspects of parenthood. It also offers ideas for education for parents.

Olds, Sally Wendkos. THE MOTHER WHO WORKS OUTSIDE THE HOME. New York: Child Study Press, 1975.

Employed mothers share similar concerns which Ms. Olds discusses in THE MOTHER WHO WORKS OUTSIDE THE HOME. Such concerns as: "How can I be as good a parent as possible?" "How does my working affect my children?" "How does my working affect my marriage?" "How do my family responsibilities affect my job performance?" "How can I manage best on both fronts?" "How much do 'I' deserve out of life -- and how can I get it?"

ONE-PARENT FAMILIES. Department of Health, Education & Welfare. No. (OHD) 74-44.

This booklet may be of some help to a single parent or a parent faced with the possibility of becoming one. The booklet includes case histories of one-parent families, who in spite of financial and personal setbacks, were able to make a good adjustment, and did succeed in coping with many of the problems of being "one-parent families." The reader will find suggestions for ways to get help through the initial period of adjustment and difficulty; an example of a plan of action; and some practical advice on sensible attitudes about yourself and your children.

PARENTING. Association for Childhood Education International, 1973.

Guide to new thinking of a parenting concept beyond parenthood; involvement of other persons young and old of school and community changing roles; single parents; child care abroad.

Schimel, John L. THE PARENT'S HANDBOOK ON ADOLESCENCE. New York: The World Publishing Company, 1969.

This is a modern and realistic guide to the problems of teenagers including such areas as sex, drugs, alcohol, career choices and the generation gap.

Spock, Benjamin. RAISING CHILDREN IN A DIFFICULT TIME. New York: W. W. Norton & Company, Inc., 1974.

Discusses child rearing in a time of changing family structure and ideals.

Taylor, Katharine Whiteside. PARENTS AND CHILDREN LEARN TOGETHER. New York: Teachers College Press, 1972.

Purposes of this book are to help parents understand more fully what young children need for their growth and learning. Parents, by cooperating with other parents, may contribute to this process. Suggests ways that parent cooperatives may contribute to solving the basic problems of our time.

Wernick, Robert and the Editors of Time-Life Books. THE FAMILY. New York: Time-Life Books, 1974.

This book deals with the functions of the family as a whole unit. It looks at such aspects as the meaning of marriage, dependents, old or young, stresses and strains, the bond dissolved and imperfect alternatives.

Wolf, Anna W. M. and Lucille Stein. THE ONE-PARENT FAMILY. Public Affairs Pamphlet, 1974.

This pamphlet has been written for many mothers and fathers who are faced with the necessity of bringing up children alone, without the presence of the other parent. The pamphlet deals with those questions about which parents are most often concerned, and offers some solutions which have proven useful. It focuses primarily on parent's day-to-day relationships with their children.

FILMS

CHILDREN OF CHANGE. 31 minutes. 017. State Department of Health.

One of America's most pressing human problems. Special stresses and strains placed on children whose mothers work outside the home and on the mothers who must adjust to two full-time jobs.

FAMILIES. 10 minutes, color. K 35-X. State Department of Health.

Entirely in animation, the main theme of this film has to do with the interdependence of all human beings everywhere. It deals with and develops such ideas as: individual families are essential to children; parents have helpers in raising children (older children, relatives, etc.); some of education and care-taking jobs are delegated to nonrelatives (teachers, doctors, etc.). Each child needs to have his own identity; a person through heredity, is part of the "extended family" rather than exclusively of the "isolated nuclear family". Although designed for early primary grades, film has many other educational possibilities for all age and grade levels.

OUR CHANGING FAMILY LIFE. 22 minutes. I 41. State Department of Health.

Portrays the radical change of family life.

PARENTS ARE TEACHERS, TOO. 22 minutes, b/w. Modern Talking Pictures.

Parents perceive the crucial importance of their role as the child's first teacher and his more continuous teacher. The film's school situation presents ideas for parents to use in encouraging a child's mental and emotional growth through play. Materials are available in the most modest of home.

SIBLING RELATIONS AND PERSONALITY. 22 minutes. I 48. State Department of Health.

Case studies are used to accentuate the complex influences of the family and the importance of brother and sister relationships as factors in the personality-shaping of the child through childhood and adolescence.

SIBLING RIVALRIES AND PARENTS. 11 minutes. I 49-X. State Department of Health.

Friction is a normal human trait. This film describes the reasons for a certain amount of rivalry among brothers and sisters, and means of holding natural friction to a minimum.

TO BE A PARENT. 14 minutes, color. U.N. Media Center.

Young people take a hard look at their parents and themselves. They discover a wide spectrum from overly strict to permissive. Their reactions are both surprising and encouraging. One thing is certain--the pendulum between expremes in parental approaches is never still, and the responses of offspring are just as varied. The film shows that although parental approaches are varied, mutual respect must remain constant.

WHO CARES ABOUT JAMIE? 17 minutes, color. U.N. Media Center.

Parents sometimes fail to realize that growing up is not an automatic process. The child is confronted by a succession of hurdles, each of which must be faced and overcome. The film shows how parents, teachers, and other adults can help the child "work through" the tasks confronting him and develop the capacity to cope with stresses and strains.

FILMSTRIPS

COMMON PROBLEMS AND OPPORTUNITIES. 5 color filmstrips, record or cassettes, discussion guide and 5 audio script booklets. Parents' Magazine Films, Inc.

1) Children
2) Other People
3) Money
4) Basic Differences and What to do about Them
5) Divorce

Deals with basic decisions almost all couples must make during the course of their marriage. There are interviews of married couples and experts concerning the responsibility of parenthood, managing family finances, differences over in-laws, friends, and lifestyles and some ways in which any problems that arise may be resolved. The set tries to realistically explore some of the fundamental differences which arise in a marriage.

MORE THAN LOVE. Filmstrip with record. Color. 18 minutes. State Department of Health.

Designed for preparenthood education and created for use primarily with boys and girls 16-18, but will be most meaningful to those young people to whom engagement, marriage, and parenthood are of immediate concern.

PARENTS AND THE DEVELOPING CHILD. 8 Filmstrips. 4 cassettes. Guidebook. Utah State Board of Education.

This series of filmstrips was developed to help parents and parents-to-be to become more effective and responsible by providing them with specific help in the child development areas of communication, discipline, social and intellectual development.

It will help parents and parents-to-be in obtaining a usable understanding of the development processes in children and devise techniques and methods to handle specific child development situations.

1) Children as Individuals
2) Growth, Maturation, Learning
3) Stages of Development
    Part 1 - Prenatal and Infancy
4) Middle Years and Adolescence
    Part 2 - Stages of Development
5) Fostering Communication
6) Family Discipline
7) Social Development
8) Theory into Action

PARENTS AND STAFF TOGETHER: A MODEL DESIGN FOR PROGRAM EVALUATION. Filmstrip. Record. Salt Lake City, Utah: Central City Head Start.

The filmstrip shows a method for evaluating a day care center program on an ongoing basis using the parents. Recommended for training and evaluation planning.

UNDERSTANDING PARENTHOOD SERIES: FAMILY RELATIONSHIPS. 5 color filmstrips, record or cassettes, discussion guide and audio script booklets. Parents' Magazine Films, Inc.

1) Becoming a Family
2) Differences, Great and Small
3) Expectations Versus Realities
4) Individual Needs
5) Talking It Over

This filmstrip series is concerned with the customary strains of family life, what often causes them, and what parents can do to deal with them. It is shown that as families grow, so do the problems - competition between children, interference from grandparents and in-laws, and conflicts that arise when individual needs of family members clash. Through understanding and effective communication within the family group, solutions can be found to the inevitable difficulties of daily family life and can result in greater happiness for parents and children.

UNDERSTANDING PARENTHOOD SERIES: THE GROWING PARENT. 5 filmstrips, record or cassettes, discussion guides, audio script booklets. Parents' Magazine Films, Inc.

1) New Responsibilities, New Strengths
2) Opportunities for Self-Understanding
3) Communication: The Key to Growth
4) Belonging to the Community
5) Love Takes on New Meaning

This filmstrip series takes a serious look at the problems and challenges of parenthood. It focuses on the conflicts and changes which generally occur for both husband and wife during the early period of parenthood. It is essential to be aware of the profound effect that children have on a marriage, and the great changes that occur in each partner's role when he or she becomes a parent.

WILL YOU MARRY ME? MARRIAGE AND CREATING A SUCCESSFUL MARRIAGE. LOOKING AHEAD AND LOOKING BACK: FOUR MARRIAGES. 5 color filmstrips, record or cassettes, discussion guide and audio script booklets. Parent Magazine Films, Inc.

1) Margie and Bob: Happiness Ahead
2) Kathy and Steve: A Rocky Road
3) Barbara and Al: Separate Ways
4) Mickey and Elaine: Growth and Contentment
5) Marriage: What is it All About?

This attempts to paint a true picture of marriage. It consists of conversations of four couples at different stages of their relationship who discuss their own experiences. The last filmstrip interprets all four relationships which help couples formulate their own views about marriage.

KITS

TOT-PAC. Sacramento, California.

Audio visual program designed for use in classrooms, church schools, scouts, and other youth groups. The leader's manual includes a complete storyboard, group discussion items, role plays, art projects and directions on presenting the program. One copy of TA for TOTS (and other Prinzes) is available in the kit.

DAY CARE
PROGRAM PLANNING and COSTS

BOOKS

ABT Associates, Inc. COSTS AND QUALITY ISSUES FOR OPERATORS. Day Care and Child Development Council of America, Inc.

Contains sound directions for implementation of quality day care services, with administration, staffing patterns, support services, parent involvement and issues of size and scope of programs. Outlines designs for day care centers of average daily attendance of 25, 50 and 75 children.

ABT Associates. STANDARDS AND COSTS OF DAY CARE PROGRAMS. Day Care and Child Development Council of America, Inc.

An analysis of day care program costs, varying for the ages of children served and quality of programs. Particularly useful for those who need guidelines in development of budgets for their programs.

Boguslawski, Dorothy Beers. GUIDE FOR ESTABLISHING AND OPERATING DAY CARE CENTERS FOR YOUNG CHILDREN. New York: Child Welfare League of America, Inc., 1975.

This guide covers the necessary information for establishing a day care center. Among the important concepts covered are: a typical day at the center, what is needed to start a day care center, financing of centers, costs of operating a center, housing for a center, equipment for a center, staff for a center and relationship between parents and the care center staff.

DAY CARE/CHILD DEVELOPMENT MANUALS: SERIES. Washington, D.C.: Day Care and Child Development Council of America, Inc. or U.S. Government Printing Office.

Series of manuals sponsored by OCD/HEW. These manuals were developed by child development experts, practioners and parents.

1) A Statement of Principles; 2) Serving Infants; 3) Serving Preschool Children; 4) Serving School Age Children; 5) Staff Training; 6) Health Services; 7) Administration; 8) Serving Children With Special Needs 9) Family Day Care

Evans, E. Belle, Beth Shub and Marlene Weinstein. DAY CARE. Boston: Beacon Press, 1971.

This book covers how to plan, develop and operate a day care center. Covered within this book is everything from the theory of day care to shopping lists for materials.

DAY CARE goes through the obscurities of federal, state and local rules and regulations, finding a site, interviewing teachers, setting up classrooms, finding funds, setting up high and low-cost budgets, etc.

FEASIBILITY REPORT AND DESIGN OF AN IMPACT STUDY OF DAY CARE. Day Care and Child Development Council of America.

Considers how a community may provide a system of child care services which allows for parental choice of arrangements, meets basic needs, and develops rational procedures of fiscal and administration accountability.

Fein, Greta G. and Alison Clarke-Stewart. DAY CARE IN CONTEXT. New York: John Wiley & Sons, 1973.

DAY CARE IN CONTEXT explores day care from historical, social, psychological, and educational perspectives. A thorough survey of the field of child care, education, and development -- could be valuable for developmental psychologists, early childhood educators, day care planners, parents, and students, or professionals in social services and education.

Grosett, Marjorie D., Alvin C. Simon, and Nancie B. Stewart. SO YOU'RE GOING TO RUN A DAY CARE SERVICE - A Handbook for Citizens Concerned With Day Care Programs. New York: Day Care Council of New York, Inc., 1971.

This manual is designed to serve as a guide to those taking on the responsibility of running a day care program for the first time. This manual and its appendices will be useful to establish groups, help with procedures and also offer new ways of approaching old tasks.

The major parts of this manual include: organizing to establish a day care service; getting started as a sponsoring group; functioning as an ongoing board of directors; planning successful meetings; labor-management relations; and what goes into an educational day care program and how to recognize.

Keyserling, Mary Dublin. WINDOWS ON DAY CARE. New York: National Council of Jewish Women, 1972.

This report is based on the findings of the Council concerning good day care programs. This book explains many aspects of centers today. It looks at day care centers nationally, at local center needs, non-profit centers, and day care homes.

LaCrosse, E. Robert. DAY CARE FOR AMERICA'S CHILDREN. Public Affairs Pamphlet No. 475, 1971.

High-quality day care is a pressing social need of the 1970's. As Dr. LaCrosse points out, mothers who work are concerned about many aspects of care for their young children. This concern is held by a broad spectrum of American families, whether of low or high income, and regardless of ethnic or cultural group. For all children, day care programs developed wisely and sensitively can enhance healthy and fulfilling growth. The Day Care and Child Development Council of America, which is working for universally available day care, is pleased to have cooperated in the publication of this pamphlet.

Levine, James A. HUSTLING RESOURCES FOR DAY CARE. Day Care & Child Development Council of America, Inc.

Helpful advice on proposal writing, foundation research, volunteer resources and donated goods.

Lord, Catherine and Renee New Watkins. STOREFRONT DAY CARE CENTERS. Boston: Beacon Press, 1970.

This book describes the setting up and running of a Berlin day care center.

Murphy, Faye and Margaret Puckett. CHURCH CHILD CARE/DAY CARE CURRICULUM PLANNING GUIDE. Day Care and Child Development Council of America, Inc., 1972.

A handbook for churches establishing child care centers, including guidance in facilities, the people involved (including parents) curriculum and scheduling, health and safety, and various checklists for developing quality programs.

Osmon, Fred Linn. PATTERNS FOR DESIGNING CHILDREN'S CENTERS. A report from Educational Facilities Laboratories. New York: Davis-Delaney-Arrow, Inc., 1971.

PATTERNS FOR DESIGNING CHILDREN'S CENTERS should be useful to people who plan, or hope to plan, a children's center. It offers a rationale for all the facets of a children's center.

Resources for Community Change, ed. DEMAND FOR DAY CARE - An Introduction for Campus and Community. Washington, D.C.: Day Care and Child Development Council, March 1974.

This booklet is intended to give you an idea of the many different facets involved in the concept of day care. Specific information on some campus and community centers (with emphasis on cooperatively run projects), as well as descriptions of resource groups, books, how to pamphlets, audio-visual materials and bibliographies of nonsexist children's literature.

Rowe, Mary. THE COSTS OF CHILD CARE: MONEY AND OTHER RESOURCES. Day Care & Child Development Council.

Discusses the money and other resources needed to provide a wide variety of child care. Presents both a detailed analysis of start-up costs and many different budget variations in single centers, systems and mixed home-center care.

Southeastern Day Care Project. HOW TO DO DAY CARE - Some Shared Experiences. Atlanta, Georgia: Southern Regional Education Board, 1974.

Information presented in this booklet describes daily services provided to children. This manual describes such areas as Child Development Programs, Programming for Day Care, Staff Training, Health, Food, The Social Worker's Role, Parent Involvement, Volunteers, Infant Day Care, School-Age Day Care, and Family Day Care.

Walker, Jenepher, ed. A SMALL BUSINESS REPORTER - PROPRIETORY DAY CARE. Bank of America, 1973.

This pamphlet describes a proprietary child care facility which is run as a small business for profit.

Women's Bureau. DAY CARE FACTS - Pamphlet No. 16. Employment Standards Administration, U.S. Department of Labor, 1973.

This pamphlet highlights the need for day care as well as existing programs, public and private.

Women's Bureau. FEDERAL FUNDS FOR DAY CARE PROJECTS - Pamphlet No. 14. Employment Standards Administration, U.S. Department of Labor, 1972.

This outlines programs of federal agencies that provide funds for day care projects. Information of federal, state and local government agencies are included.

DAY CARE

INFANTS

BOOKS

Bergstrom, Joan L. and Jane R. Gold. FOCUS ON PROGRAMS FOR INFANTS AND TODDLERS (Sweden's Day Nurseries). Washington, D.C.: The Day Care and Child Development Council of America.

This is a report on the Swedish Day Nursery. It includes all necessary information to set up a center.

Dittmann, Laura L., ed. THE INFANTS WE CARE FOR. Washington, D.C.: National Association for the Education of Young Children, 1973.

Materials concerning the care and development of infants and toddlers. Covers topics as: goals for infant and family, working with the family, toddlers and their parents, practical points in operating a center or a home-based program for infants, selection and training of staff, evaluation of programs and directions for the future.

Evans, E. Belle and George E. Saia. DAY CARE FOR INFANTS. Boston: Beacon Press, 1972.

This book provides a practical guide to starting and operating an infant center. The bulk of this book is an informative, detailed guide to starting and operating a quality infant day care center. Aspects covered include a summary of the rules and regulations for licensing infant centers, suggestions on writing funding proposals and making budgets, selecting and designing a site, and designing a curriculum for a program that encourages optimal physical, emotional, intellectual and social development in young children.

Provence, Sally. GUIDE FOR THE CARE OF INFANTS IN GROUPS. New York: Child Welfare League of America, Inc., 1971.

This guide is based on a simple thesis: Infants should be cared for. The purpose is to emphasize that, regardless of what comes later, there are experiences and developmental tasks that ought to be part of infancy.

This guide is for child care workers and others responsible for providing care for infants without families. The text is partly about how babies develop and partly about how to care for them.

DAY CARE FAMILY HOMES

BOOKS

Day Care and Child Development Council of America. ORGANIZING TOOLS FOR FAMILY DAY CARE SYSTEMS. Packet of 3 booklets, 3 brochures.

Sample materials from various family day care systems: newsletters; applications; health and transportation release forms; model contracts; proposals; public relations brochures; evaluation formats; program descriptions.

EID Associates. GUIDE FOR FAMILY DAY CARE. Salt Lake City, Utah.

GUIDE FOR FAMILY DAY CARE is a manual developed by a staff of experienced and noted early child care authorities - then field tested in actual family day care homes. The manual covers two important aspects of day care: operational and management skills and child care skills.

EID Associates. ACTIVITIES FOR FUN AND LEARNING. Salt Lake City, Utah.

ACTIVITIES FOR FUN AND LEARNING is a manual developed by a staff of experienced and noted early child care authorities and then field tested in actual family day care homes. This volume contains over 100 ideas and activities that stimulate learning and growth in a day care home. The text explains clearly what the child can learn from the activity, what materials are needed, and how to do the activity, along with illustrations of the activity.

Griffin, Al. HOW TO START AND OPERATE A DAY CARE HOME. Chicago: Henry Regnery Company, 1973.

A practical guide that tells you how - without specialized training - to become a day care home provider and be a part of this growing and highly rewarding activity.

Sale, June Solnit and Yolanda Ledon Torres. "I'M NOT JUST A BABYSITTER" - A Descriptive Report of the Community Family Day Care Project. U.S. Department of HEW, Children's Bureau, July 1971.

This is a report of the Community Family Day Care Project at Pacific Oaks College in Pasadena, California during the setting up and running of the project for the first year. Organization, program and initial effects of a project to create a network of family day care homes relating to a training program both for the family day care mothers and for early childhood students.

DAY CARE

SCHOOL AGE CHILDREN

BOOKS

Diffendal, Elizabeth. DAY CARE FOR SCHOOL-AGE CHILDREN. Day Care and Child Development Council.

A guide to organizing school-age programs; six sponsorship/organizational options, with staffing charts, costs, funding sources, and advantages and disadvantages.

Hoffman, Gertrude L. SCHOOL AGE CHILD CARE - Building a Comprehensive Child Care Program. Washington, D.C.: Division of Child and Family Services, U.S. Department of HEW.

This pamphlet is designed to assist people in organizing and delivering child care services for children of school age.

DAY CARE
INDUSTRY INVOLVEMENT

BOOKS

Day Care and Child Development Council of America, Inc. LABOR'S STAKE ON CHILD CARE.

A pictorial precis of a labor/day care conference held in Chicago in October 1972. A useful tool for initiating "nonwage gains" with employers and among locals. Suggestions for union action are included.

Day Care and Child Development Council of America, Inc. REALITIES AND FANTASIES OF INDUSTRY-RELATED CHILD CARE. 1973.

Report from symposium containing information on issues and experiences of industrial involvement in provision of child care.

Women's Bureau. DAY CARE SERVICES: INDUSTRY'S INVOLVEMENT. Workplace Standards Administration, U.S. Department of Labor.

This report has consolidated data on industry day care programs. Provides an overview of the need for child care services for working mothers, and reports on past and present activities of industry-sponsored child care.

DAY CARE
RURAL

BOOKS

Harrell, James. RURAL CHILD CARE: A SUMMARY OF THE ISSUES. Washington, D.C.: Day Care & Child Development Council of America, Inc.

Shares the concerns and information about ways of meeting the needs and providing for the healthy development of children and families of the nation's rural and small town populations.

FILMS

HOME VISITS RURAL. 15 minutes, b/w. Modern Talking Pictures.

Head Start visitors who try to understand child and family and give advice and help in anyway they can.

FILMSTRIPS

A RURAL CHILD CARE PROJECT. Filmstrip, record or cassette. Day Care and Child Development Council.

This filmstrip features a project of the Kentucky Youth Research Center, Inc. This program calls attention to the components of good programing for young children. It focuses on two components specifically: social services and staff training.

This filmstrip may contain material to provoke thinking and planning for rural areas of the country.

NURSERY SCHOOL

BOOKS

Association for Childhood Education International. NURSERY SCHOOL PORTFOLIO. Washington, D.C.

This portfolio contains 16 leaflets which cover many aspects of early learning, programs, observation, evaluation, and discipline. It also explains the whys and wherefores of nursery schools.

Cherry, Clare, Barbara Harkness and Kay Kirzma. NURSERY SCHOOL MANAGEMENT GUIDE. Belmont, California: Lear Siegler, Inc./Fearon Publishers, 1973.

A systematic guide for establishing and running a nursery school, kindergarten, or day care center. Covers overall administrative responsibilities, budgeting and expenses, space and equipment, the school calendar, enrollments, the children's program, and relations with parents and the community.

Law, Norma. WHAT ARE NURSERY SCHOOLS FOR? Association for Childhood Education International and National Association for the Education of Young Children.

This pamphlet answers such questions as "What Are Nursery Schools For?" "What Do Children Do In Nursery School?" "What and How Do Nursery School Teachers Teach?" "What Are The Current Issues In Nursery Education?" and "What About Kindergarten?"

Read, Katherine H. THE NURSERY SCHOOL - A Human Relationships Laboratory. Philadelphia: W. B. Saunders Company, 1971.

The material presented is addressed specifically to those beginning a teaching experience in nursery school, but it serves also those caring for young children in any type program. It is addressed to all who wish to gain more understanding of human behavior and development as they work with children everywhere. Includes sections on the history and philosophy; people in the nursery school - children and staff; building; basic teaching skills; guidance in new experiences; the curriculum; understanding behavior; home-school-community relations.

FILMS

FOCUS ON CHILDREN. 26 minutes, b/w. U.N. Media Center.

Points out the importance of nursery school activities in satisfying the needs and interests of children in building the proper foundation for all schools to follow. Records the experiences children encounter and explains the purpose of these experiences. Discusses the relationships of children and their parents as well as the importance of parent-teacher cooperation in view of a healthy atmosphere both at home and at school.

INTRODUCTION TO THE NEW NURSERY SCHOOL. 25 minutes, color. U.N. Media Center.

Shows how the school goes about achieving its four objectives--developing child's positive self-image, increasing the child's sensory and perceptual acuity, improving the child's language skills, and improving the child's cognitive abilities.

TEACHING THE 3'S, 4'S, AND 5'S, PART 1: GUIDING BEHAVIOR. 21 minutes, b/w. U.N. Media Center.

Shows several nursery school situations in which young children need adult help in learning to manage group and individual behavior. A runaway on a walk, a test of wills, play on potentially dangerous equipment, restlessness and inattention during a story, a conflict between group and individual needs, and a tantrum require the teacher to deal with common developmental problems of 3, 4, and 5-year olds. The scenes are spontaneous and unrehearsed and for the purpose of discussion, "mistakes" as well as examples of skillful handling are included.

TEACHING THE 3'S, 4'S, AND 5'S, PART 2: SETTING THE STAGE FOR LEARNING. 23 minutes, b/w. U.N. Media Center.

Pictures of young children at play in a series of familiar nursery school activities, using equipment and simple "props" arranged for many different kinds of learning. Shows the purposeful involvement of children, who are at work trying to discover how things behave and what can be done with them as they experiment with sand, construct with blocks, reenact family life, take an imagined excursion, create with wood and tools, and test their physical powers on adventurous climbing equipment. Suggest specific types of learning which can grow out of a rich play environment, types of activity through which the teacher enhances her role in guiding learning, and practical ideas for selecting and arranging materials which challenge children.

PLAYGROUPS

BOOKS

Broad, Laura Peabody and Nancy Towner Butterworth. THE PLAYGROUP HANDBOOK - A World of Activities for Child 3 and Up. New York: St. Martin's Press, 1974.

A guide for the mother who is planning a playgroup or dealing daily with her own child and his/her friends. Written in a cookbook manner, a mother will find many projects in a number of subject areas. Emphasis is on making use of existing toys, materials and environment so the cost is minimal. The illustrated handbook takes the playgroup parent from the inception of the group through the months as each arranges what she will do when it is her day with the children.

Child Care Switchboard/Single Parent Resource Center. PLAYGROUPS - DO IT OURSELVES CHILD CARE. San Francisco, California.

This is a reference for those who work with child care programs. It covers many aspects of a child care program including licensing, toys, activities, books, resources, etc.

Crowe, Brenda. THE PLAYGROUP MOVEMENT. New York: Schocken Books, 1973.

This book offers a history of the development of the playgroup movement, recommendations for its future and a practical handbook equally valuable for parents, teachers, organizers, playgroup leaders and those running playgroup courses.

Watts, Harriet. HOW TO START YOUR OWN PRESCHOOL PLAYGROUP. New York: Universe Books, 1973.

This book shows how a parent, by cooperating with other parents in forming a playgroup, can help expand a child's world and enhance his/her capabilities. In practical terms it tells how to start and manage a playgroup; what toys and equipment are needed; how to organize physical education, music, art, reading, nature studies, games, special events, and field trips.

Valuable for the parent who has had little or no previous experience with groups of children.

TEACHER TRAINING

BOOKS

Cincinnati Public Schools. EXPLORING CAREERS IN CHILD CARE. Bloomington, Ill: McKnight Publishing Company, 1974.

This is a complete program developed by professionals to help with careers in the field of child care. It is a career oriented program. EXPLORING CAREERS IN CHILD CARE provides a curriculum approach which gives students a general knowledge of child development and allows them to explore the many human work activities that take place in the child care environment.

Draper, Mary Wanda and Henry E. Draper. CARING FOR CHILDREN. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

The demand for child care facilities is an ever-growing one. This book will help you understand children and interact with them in a meaningful way. Each chapter will help to develop the competencies needed for work with children.

The book is divided into six parts which include: caring for children; development of children; environment of the child; child behavior; working in a center; and planning a child's program.

Todd, Vivian Edmiston. THE AIDE in Early Childhood Education. New York: The Macmillan Company, 1973.

Handbook for aides and parents to use in guiding the learning of young children.

FILMS

A CHANCE AT THE BEGINNING. 29 minutes, b/w. Modern Talking Pictures.

Describes a program of preschool training.

AIDES MAKE THE DIFFERENCE. 15 minutes, b/w. Modern Talking Pictures.

A film produced by Vassar College, shows aides learning on the job, dealing with hard problems teachers have to face. It also shows the great difference a trained aide makes in the program--coping with individual problems, acting as the link between home and classroom and enriching the program with her special abilities.

LEARNING IS OBSERVING. 20 minutes, color. U.N. Media Center.

Shows how teachers can use the natural environment to increase a child's accuracy and scope of observation; how follow-through activities can help children organize materials to develop basic concepts--category, sequence, cycle; and how direct experience with the natural environment stimulated language and cognitive development.

LEARNING IS OBSERVING. 20 minutes, color. U.N. Media Center.

Perhaps the most important skills we can teach are the skills of observation. Learning to look, to really look... to touch... to taste... to smell... to listen. In the past, teachers often assumed that all normal children acquired these skills automatically. Now we have abundant evidence to the contrary and today most teachers accept the theory that observation skills can and should be taught. This film, LEARNING BY OBSERVING, is designed to help teachers translate that theory into more effective practice.

THE OK CLASSROOM. 29 minutes, color. U.N. Media Center.

THE OK CLASSROOM presents Dr. Thomas Harris describing and demonstrating the Transactional Analysis techniques which form the basis of his book, "I'm OK - You're OK." Special meanings of the terms "child, parent, adult, transactions, strokes, and contract" are explained. Narrating documentary examples of his theories in action in a school, Dr. Harris offers practical suggestions for improving the student-teacher relationship. The human relations and discipline implications of his techniques are emphasized.

TAKING CARE OF MYSELF. 12 minutes, color. U.N. Media Center.

Can be used in the classroom or as a pre-service or in-service teacher training film to illustrate the importance of developing self-discipline in home and school environments. Activities show good family attitudes, citizenship practices, mental and motor skills and good health habits.

TALKING TOGETHER. 20 minutes, b/w. Modern Talking Pictures.

This film shows parents in a dialogue with teachers discovering through discussion of the year's progress why an exchange of ideas between them has been essential to the child's development.

TEACHER EFFECTIVENESS TRAINING. 29 minutes, color. U.N. Media Center.

A complete outline of the methods created and developed by Dr. Thomas Gordon, originator of Teacher Effectiveness Training, a system of techniques now widely used by teachers in building more effective classroom relationships. Dr. Gordon illustrates and explains the concepts of active listening, "I" messages, and the no-lose method for resolving conflicts. Public school teachers who regularly practice T.E.T. techniques share their classroom experiences.

TEACHERS' AIDES: A NEW OPPORTUNITY. 21 minutes, b/w. Modern Talking Pictures.

A Head Start training film depicting the training of para-professional teachers' aides for preschools.

WHEN SHOULD GROWN-UPS HELP? 14 minutes, b/w. Modern Talking Pictures.

The film points out that occasionally adult help is necessary for the preschool child to succeed in projects which he has undertaken. At other times, it is important for adults not to intrude their goals of speed or efficiency. In other words, the adult must decide whether to give the child help or not, depending on the situation and his perception of the child's needs. Four scenes follow the introduction, after which the audience is invited to decide whether the children should have been helped.

WHEN SHOULD GROWN-UPS STOP FIGHTS? 15 minutes, b/w. Modern Talking Pictures.

The introductory sequences in the film point out that fights, quarrels, and conflicts occur even in nursery schools which provide a peaceful and satisfying setting for the development of young children. A teacher must know her children well and must be a skilled and sympathetic observer in order to judge quickly the meaning of the conflict situation for the children involved. Four episodes are illustrated which involve conflicts among two- to five-year olds, although the resolution is not shown. The audience is invited to discuss the issues raised.

RECREATION

BOOKS

Friedberg, M. Paul. PLAYGROUNDS FOR CITY CHILDREN. Washington, D.C.: Association for Childhood Education International, 1969.

A booklet that explains good playground settings. There are many pictures of different playgrounds. A natural setting remains in each playground.

Southeastern Day Care Project. PLANNING PLAYGROUNDS FOR DAY CARE. Atlanta: Southern Regional Education Board, November 1973.

This booklet was produced to help day care centers make the best use of their outdoor play space for children. There are many helpful ideas and guidelines about equipment, arrangement, surfaces, long-range planning, play activity, community involvement, and the adult's role on the playground.

FILMS

COMMUNITY ACTION FOR RECREATION. 27 minutes, color. R 11. State Department of Health.

Film produced by Montgomery Ward in cooperation with the President's Council of Physical Fitness. Shows how a community can organize to provide a year around sports, recreation, and fitness program for people of all ages.

PHYSICAL FITNESS--SUMMER SPORTS. 30 minutes, color. R 20. State Department of Health.

Film features National Summer Youth Sports Program. It shows how communities can make great use of facilities and personnel during the summer to develop great training and motivational programs for boys and girls. Produced by National Collegiate Athletic Association, the Presidents Council on Fitness and Sports with assistance from the Chevrolet Motor Company and loaned to the Nebraska Governor's Council.

PLANNING CREATIVE PLAYGROUND EQUIPMENT FOR CHILDREN. 15 minutes, color. I 43. State Department of Health.

The title of the film is explanatory. By planning, cooperative parents can develop a place for their children to play in a wholesome atmosphere.

RECREATION AREAS. 3 minutes, color. U.N. Media Center.

A short, rural areas development film, showing what some rural areas are doing to satisfy the need for more recreation areas.

UNCLE SMILEY AND THE JUNKYARD PLAYGROUND. 14 minutes, color. U.N. Media Center.

Shows practical ways for children to participate in the protection of the environment through their own initiative and creativity. Uncle Smiley, jovial friend to all children, shows his young group of followers how to create a playground from discarded junk. He helps the children see that the best play equipment need not be fancy and expensive. They learn how they can help clean up the environment and at the same time create a fun-filled landscape for themselves.

COMMUNITY INVOLVEMENT

FILMS

GOOD CITIZENS. 11 minutes, color. U.N. Media Center.

The film illustrates three areas in which children can and should display good citizenship: in the home, school, and community. Examples relate these aims to everyday activities: conscientious work in school and group cooperation, mutual family efforts and respect for public property, and good public behavior.

TELL ME WHERE TO TURN. 26½ minutes, color. K 102. State Department of Health.

A documentary story of how an Information and Referral Service in a community guides people in trouble to the agency that can help them with their problems. The film shows vignettes of seven people who need help but who are afraid of asking, or who fail to ask for the right thing at the right place. For professional health and welfare workers, physicians, nurses, psychologists, civic and community organizations, church and service groups, business and labor leaders, professional training programs.

TO BE A FRIEND. 14 minutes, color. U.N. Media Center.

Sensitively portrays warm, human relationships of all kinds. A small boy with his grandfather, an adolescent and her aunt, a teacher with a student, two brothers, father and son and so forth. It proves all over again that human beings can hurdle the barriers of age, color and social strata to grasp the hand of a kindred spirit.

PUBLISHERS

Acropolis Books
2400 17th Street, N.W.
Washington, D.C. 20009

Aldine Publishing Company
5295 Wabash Avenue
Chicago, Illinois 60605

American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Association for Childhood Education International (ACEI)
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Avon Books (paperback)
959 Eighth Avenue
New York, NY 10019

Basic Books, Inc.
10 East 53rd Street
New York, NY 10022

Beacon Press, Inc.
25 Beacon Street
Boston, Massachusetts 02108

Behavioral Publications, Inc.
72 Fifth Avenue
New York, NY 10011

Brigham Young University Press
205 University Press Building
Provo, Utah 84601

Brunner/Mazel, Inc.
64 University Place
New York, NY 10003

C. V. Mosby Company
11836 Westline Industrial Drive
St. Louis, Missouri 63141

Celestial Arts Publishing Co.
231 Adrian Road
Millbrae, CA 94030

Center for Science in the Public Interest
1779 Church Street
Washington, D.C. 20036

Character Research Project
Union College
207 State Street
Schenectady, NY 12305

Charles A. Bennett Co., Inc.
809 West Detweiller Drive
Peoria, Illinois 61614

Charles Scribner's Sons
597 Fifth Avenue
New York, NY 10017

Child Care Switchboard/
Single Parent Resource Center
3896 - 24th Street
San Francisco, CA 94114

Child Study Press
Child Study Association of America/Wel-Met Incorporated
50 Madison Avenue
New York, NY 10010

Child Welfare League of America, Inc.
67 Irving Place
New York, NY 10003

Citation Press
Division of Scholastic Book Services
50 West 44 Street
New York, NY 10036

Columbia University Press
562 West 113 Street
New York, NY 10025

Co-Ordinating Council for Handicapped Children
407 South Dearborn
Chicago, Illinois 60605

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Crown Publishers, Inc
419 Park Avenue S.
New York, NY 10016

Day Care and Child Development Council of America, Inc.
1012 14th Street, N.W., Suite 1104
Washington, D.C. 20005

Day Care Council of New York, Inc.
114 East 32nd Street
New York, NY 10016

Delacorte Press/Seymour Lawrence
750 Third Avenue
New York, NY 10017

Dell Publishing Co., Inc.
1 Dag Hammerskjold Plaza
245 East 47 Street
New York, NY 10017

Denison, T.S. and Company, Inc.
5100 West 82 Street
Minneapolis, Minnesota 55437

Dorsey Press, Inc.
1818 Ridge Road
Homewood, Illinois 60430

Doubleday and Company, Inc.
501 Franklin Avenue
Garden City, NY 11530

Dutton, E.P. and Company, Inc.
201 Park Avenue, S
New York, NY 10003

Early Childhood Technical Assistance - Resource Center
Meyer Children's Rehabilitation Institute
University of Nebraska Medical Center
444 South 44th Street
Omaha, NE 68131

Educational Facilities Laboratories
477 Madison Avenue
New York, NY 10022

EID Associates
2520 South State
Salt Lake City, Utah 84115

Far West Laboratory for Educational Research and Development
1 Garden Circle, Hotel Claremont
Berkeley, CA 94705

Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois 60607

The Free Press
866 Third Avenue
New York, NY 10022

Friends of Perry Nursery School
c/o Perry Nursery School
1541 Washtenaw Avenue
Ann Arbor, Michigan 48104

G. P. Putnam's Sons
200 Madison Avenue
New York, NY 10016

Group for Environmental Education, Inc.
1214 Arch Street
Philadelphia, Pennsylvania 19107

Harper & Row, Publishers, Inc.
10 East 53rd Street
New York, NY 10022

Harvey House, Inc., Publishers
c/o E.M. Hale & Company
1201 South Hastings Way
Eau Claire, WI 54701

Headstart Day Care Center
615 South 3rd East
Salt Lake City, Utah 84111

Henry Regnery Company
114 West Illinois Street
Chicago, IL 60610

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, NY 10017

Houghton-Mifflin Company
2 Park Street
Boston, MA 02107

Incentive Publications, Inc.
Box 12522
Nashville, Tennessee 37212

The Interstate Printers and Publishers, Inc.
19-27 North Jackson Street
Danville, IL 61832

Instructional Materials Center
704 Commonwealth Avenue
Boston, Massachusetts 02215

The Instructor Publications, Inc.
17410 Gilmore Street
Van Nuys, California 91406

J. B. Lippincott Company
E. Washington Square
Philadelphia, PA 19105

Jalmar Press, Inc.
391 Munroe Street
Sacramento, California 95825

Jason Aronson, Inc.
59 Fourth Avenue
New York, NY 10003

The John Day Company
New York

Jones, Charles A. Publishing Company
Village Green
Worthington, Ohio 43085

Jorde, Paula
2050 Ridgewood Road
Alamo, California 94507

Lawrence Verry, Inc.
16 Holmes Street
Mystic, Conn. 06355

Lear Siegler, Inc./Fearon Publishers
6 Davis Drive
Belmont, California 94002

The Learning Child, Inc.
100 Park Avenue
New York, NY 10017

The Learning Tree
9998 Ferguson Road
Dallas, Texas 75228

Little, Brown and Company
34 Beacon Street
Boston, MA 02106

McGraw - Hill Book Company
1221 Avenue of the Americas
New York, NY 10036

McKnight Publishing Company
McKnight Home Economics Career Program
Bloomington, Illinois

Macmillan Publishing Co., Inc.
866 Third Avenue
New York, NY 10022

Merrill, Charles E. Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Mississippi Head Start Training Coordinating Council
Cleve McDowell, Executive Coordinator
P.O. Box 22591
Jackson, Mississippi 39205

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

National Council of Jewish Women
1 West 47th Street
New York, NY 10036

National Institute on Drug Abuse
National Clearinghouse for Drug Abuse Information
11400 Rockville Pike
Rockville, Maryland 20852

New American Library, Inc. (paperback)
1301 Avenue of the Americas
New York, NY 10019

Norton, W.W. and Company, Inc.
500 Fifth Avenue
New York, NY 10036

Patheon Books
201 East 50th Street
New York, NY 10022

Parents as Resource (PAR)
464 Central Avenue
Northfield, Illinois 60093

Parents' Magazine Press
52 Vanderbilt Avenue
New York, NY 10017

Penguin Books, Inc. (paperback)
72 Fifth Avenue
New York, NY 10011

Porter Sargent, Inc.
11 Beacon Street
Boston, Massachusetts 02108

Prentice - Hall, Inc.
Englewood Cliffs, New Jersey 07632

Public Affairs Pamphlets
381 Park Avenue South
New York, NY 10016

R and E Research Associates
4843 Mission Street
San Francisco, CA 94112

Random House, Inc.
201 East 50th Street
New York, NY 10022

Research Press Company
P.O. Box 3177
County Fair Station
Champaign, Illinois 61820

St. Martin's Press, Inc.
175 Fifth Avenue
New York, NY 10010

Schocken Books, Inc.
200 Madison Avenue
New York, NY 10016

Simon and Schuster, Inc.
630 Fifth Avenue
New York, NY 10020

Small Business Reporter
Bank of America
Department 3120
P.O. Box 37000
San Francisco, CA 94137

Southeastern Day Care Project
Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

Southern California Association
for the Education of Young Children
P.O. Box 691
Sierra Madre, CA 91024

Syracuse University Press
P.O. Box 8, University Station
Syracuse, NY 13210

Teachers College Press
Columbia University
1234 Amsterdam Avenue
New York, NY 10027

Thomas, Charles C. - Publisher
Bannerstone House
301-327 East Lawrence Avenue
Springfield, Illinois 62703

Time - Life Books
Division of Time, Inc.
Time & Life Building
Rockefeller Center
New York, NY 10020

United States Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

Universe Books, Inc.
381 Park Avenue, S.
New York, NY 10016

University of Toronto Press
33 East Tupper Street
Buffalo, NY 14208

Viking Press, Inc.
625 Madison Avenue
New York, NY 10022

W. B. Saunders, Company
218 W. Washington Square
Philadelphia, PA 19105

Wadsworth Publishing Company, Inc.
10 Davis Drive
Belmont, CA 94002

Walker and Company
720 Fifth Avenue
New York, NY 10019

Watson - Guptill Publications, Inc.
1 Astor Plaza
New York, NY 10036

Wiley, John and Sons, Inc.
605 Third Avenue
New York, NY 10016

Women's Bureau
U.S. Department of Labor
Washington, D.C. 20210

Word, Inc.
4800 West Waco Drive
Waco, Texas 76703

Workman Publishing Company, Inc.
231 East 51st Street
New York, NY 10022

The World Publishing Company
New York

Wyden, Peter H., Inc.
750 Third Avenue
New York, NY 10017

DISTRIBUTORS

Concept Media
1500 Adams Avenue
Costa Mesa, CA 92626

EPIE Institute
463 West Street
New York, NY 10014

International Film Bureau, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

J.C. Penney Company, Inc.
Educational Relations
1301 Avenue of the Americas
New York, NY 10019

Jalmar Press, Inc. (Tapco)
391 Munroe Street
Sacramento, California 95825

Johnson and Johnson Baby Products Company
New Brunswick, New Jersey 08903

Modern Talking Picture Service
c/o Pratt Educational Media, Inc.
200 Third Avenue, S.W.
Cedar Rapids, Iowa 52404

Parents' Magazine Films, Inc.
Department G015
52 Vanderbilt Avenue
New York, NY 10017

State of Nebraska
Department of Health
Division of Health Education
Lincoln Building, 1003 "O" Street
Lincoln, NE 68503

Sunburst Communication
Pound Ridge, New York 10576

Utah State Board of Education
Division of Adult Education and Training
1400 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

University of Nebraska-Lincoln
Instructional Media Center
University of Nebraska Extension Division
Lincoln, NE 68508

JOURNALS MAGAZINES

CHILDHOOD EDUCATION

Concerned with children from infancy through early adolescence to stimulate thinking rather than advocate fixed practices.

Six issues a year. $18.00 membership.

Association for Childhood Education International (ACEI), 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016.

CHILDREN TODAY

Written by and for those whose daily jobs and interests are focused on children, youth and their families.

Six issues a year. $6.10 annually.

Published by the Children's Bureau, Office of Child Development, and Office of Human Development, Washington, D.C. 20402.

CHILD CARE QUARTERLY

Designed to serve child care settings as well as instructors in the field of child care, the quarterly provides a channel of communication and debate by including material on practice, selection and training, theory and research and professional issues.

Four issues a year. $35.00 a year.

Human Sciences Press, Behavioral Publications, Inc., 72 Fifth Avenue, New York, NY 10011.

CHILD DEVELOPMENT

Intended as a publication outlet for reports of empirical research, and for theoretical articles, or reviews that have theoretical implications for developmental research.

Four issues a year. $30.00 a year.

Published by the University of Chicago Press.

CHILD WELFARE

Contains articles on research topics in the area of child development and welfare. Aspects covered include administration, supervision, community organization, teaching, and issues concerning the field of child welfare.

Published monthly except August and September. $8.00 per year.

Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003.

DAY CARE AND EARLY EDUCATION

Concerned with child-growth movement. This magazine contains four major areas: news magazine with vital information; storehouse of ideas and activities; national gazetteer of day care doings; and is also a valuable guide to products and services.

Published bimonthly during academic year (5 issues). $9.75 per year.

Human Sciences Press, 72 Fifth Avenue, New York, NY 10011.

EARLY YEARS

Designed for teachers of young children through grade 3. It is full of activities and ideas for use in a classroom.

Nine issues a year during school year (September through May). $8.00 per year.

EARLY YEARS PARENT

A magazine for parents of children 2 to 9. Books, toys, cooking ideas, activities and feature articles are included.

Twelve issues a year. $9.00 a year.

Early Years Parent, Box 1223, Darien, Connecticut 06820.

EXCEPTIONAL CHILDREN

Deals with all areas of the exceptional child.

Eight times a year, September through May - excluding December. Without membership in CEC - $12.50 annually. Member of CEC - $7.00 annually.

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

JOURNAL OF HOME ECONOMICS

Covers all areas of home economics. Within each issue there are articles about textiles, clothing and design, food and nutrition, child development and the family.

Five issues a year - September, November, January, March and May. $13.00 a year for members of AHEA only.

American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.

JOURNAL OF MARRIAGE AND THE FAMILY

Concerned with research, teaching and professional service in the field of marriage and the family. Its purpose is to advance the cultural values now principally secured through family relations for personality development and the strength of the nation.

Four issues a year - February, May, August and November. $30.00 per year.

National Council on Family Relations, 1219 University Avenue Southeast, Minneapolis, Minnesota 55414.

LEARNING - The Magazine for Creative Teaching

Contains ideas and activities for use with children especially the school age child.

Nine issues a year (school year). $12.00 per year.

1255 Portland Place, Boulder, Colorado 80302.

MERRILL-PALMER QUARTERLY BEHAVIOR AND DEVELOPMENT

A broad scope of topics representing the various disciplines bearing on human development. To stimulate new contributions to knowledge in these fields, the quarterly welcomes theoretical analyses and critical reviews as well as completed research reports.

Four issues a year. $11.00 per year.

The Merrill-Palmer Institute, 71 East Ferry Avenue, Detroit, Michigan 48202.

PARENTS MAGAZINE

Provides expert guidance for millions of parents. It also provides up-to-date information for professionals of all kinds -- doctors, nurses, day care personnel, teachers, and child care specialists.

Twelve issues a year. $6.95 per year.

Parents' Magazine, 52 Vanderbilt Avenue, New York, NY 10017.

TEACHER

Professional magazine for the teachers of elementary grades. There are articles on issues in the field of education, activities and ideas to be used in a classroom.

Published mohthly except July and August. $10.00 per year.

262 Mason Street, Greenwich, Conn. 06830.

TEACHING EXCEPTIONAL CHILDREN

Contains activities and ideas for teaching and working with exceptional children.

Four issues per year. $12.50 per year.

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

TODAY'S EDUCATION

Articles which would be helpful to any teacher concerning issues in the field of education.

Four issues a year (September-October; November-December; January-February; March-April). Publication goes to all members of the Association. Annual subscription rate $1.05 (this is included in membership). Single copies for $2.00 each.

National Education Association of the U.S., 1201 16th Street, N.W., Washington, D.C. 20036.

VOICE FOR CHILDREN

A monthly publication from the Day Care and Child Development Council of America. It contains articles of interest to parents or teachers of young children.

Twelve issues a year. Dues: $12 - individuals; $50 - agencies; $25 - single centers; $7 - day care parents and full time students.

Day Care and Child Development Council of America, 1012 - 14th Street, N.W., Washington, D.C. 20005.

YOUNG CHILDREN

Provides information for the study, interpretation, and improvement of the education and development of young children.

Six issues a year. $10 per year.

National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.